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ABSTRACT

A survey patterned after the annual Gallup Poll of Public Attitudes Toward Education was conducted, by calling 880 adults in their homes. Every effort was made to minimize sampling error. Respondents answered 8 demographic and 22 opinion questions. According to the majority of Kansans: local newspapers and word of mouth or personal involvement are the best sources of information about local public schools; English and mathematics are the most important subjects; teachers should be required to pass state board examinations, and to take inservice education; teachers should not be allowed to strike; children receive a better education than the respondents did; children with physical disabilities should be mainstreamed but those with mental or emotional problems should not; preschool education is not the responsibility of public schools; education should receive more tax dollars than health and environment, roads and highways, or social welfare. Respondents were evenly divided on whether boards of education or a neutral party should settle contract disputes. similarly, there was an even balance between basic skills and career education as the major purpose of education. In general, Kansans were satisfied with their public schools; few expressed major weaknesses. (The survey questionnaire is appended). (CP)

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# KATE

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# KANSANS' ATTITUDES TOWARD EDUCATION

## First Annual Public Opinion Poll

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*Preliminary Report*

TM800518

**SCHOOL OF EDUCATION AND PSYCHOLOGY**
**EMPORIA STATE UNIVERSITY**

**May, 1980**

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Emporia State University Press
Emporia, Kansas

May, 1980

K A T E

# KANSANS' ATTITUDES TOWARD EDUCATION

First Annual Poll

Preliminary Report

by


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May, 1980

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A debt of gratitude and appreciation is expressed to Vonna Nelson for typing of the manuscript.

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Section 1

## INTRODUCTION

In the spring of 1980, the School of Education and Psychology of Emporia State University conducted the first of what is to become an annual poll of Kansans' attitudes toward education. Herein is a report of that first effort.

In basic respects, the poll is patterned after the annual Gallup Poll of Attitudes Toward Education, which is considered a source of reliable information concerning national trends in opinion about significant school issues. The faculty and administration of the School of Education and Psychology at E.S.U. are in charge of the local project, named KATE, but much assistance is provided by other units in the University and by off-campus agencies.

Emporia State officials believe that their Kansas opinion poll can provide a vital service to school officials, lawmakers, and others who make decisions that affect education in the state. It is the University's intention to repeat certain questions in their investigations from year to year so that opinion trends can be measured. Other questions will change as different educational issues arise in the state. About half of the questions are and will continue to be identical to selected inquiries in the Gallup poll so that state and national results can be compared.

The attitudes of 880 Kansans were collected in the first Emporia State polling effort. Participants were selected by means of a scientific system of random sampling. Trained interviewers conducted the poll by telephone. Dr. Jack Skillett, associate professor of educational administration, is director of the project.

## Background of the Study

This survey, modeled after the Gallup Poll of the Public's Attitudes Toward the Public School, was conceived as an annual poll to determine attitudes of Kansans toward education in their state. The similarities of this study with the Gallup Poll fall within the general areas of (1) conceptualization and (2) the replication and modification of selected questions used in the Gallup Poll. The researchers involved in this study acknowledge the significant contribution of the Gallup Poll toward their project.

The KATE poll, though similar to the Gallup Poll in several areas, departs significantly with regard to (1) methodology employed to determine attitudes toward education and (2) several of the questions employed in the poll. Specifically, the KATE poll utilized a telephone interviewing technique to ascertain attitudes while the Gallup poll employed a personal interview technique. Moreover, several of the questions in the KATE poll were developed to focus on specific Kansas issues, although several of the questions incorporated in this poll as "local state issues" would have application in other states.

Initial funding for the KATE survey was provided by a grant awarded by the Research and Creativity Committee at Emporia State University in the amount of $1,500.00. The purpose of the basic grant was to provide funds for the development of the basic instrumentation involved in the poll, including consultants, travel, copying, etc.

Additional funds in the amount of $1,500.00 were received from the State Department of Education to assist in defraying the cost incurred in interviewing prospective respondents. In addition, a limited number of

state department personnel were made available to provide assistance in the development of the over-all project. It should be noted here that the cooperation of the State Department of Education was most significant; in fact, without that agency's encouragement and financial support it is doubtful that the project would have reached a conclusion.

Finally, highly important were the efforts made by task chairpersons and their committee members in the project. Indeed, the project's success was due largely to their advice and counsel.

Specific details focusing on the question development, sample design, administration of the poll, etc., may be found in subsequent sections of this report.

## Purpose of the Study

The primary purpose of this survey, which is the first annual survey conducted by the researchers already noted, is to ascertain attitudes held by the populace of Kansas, eighteen years and older, toward selected educational issues.

Several secondary objectives emerge as the result of the process employed in the collection and dissemination of the data. First, the effort made to define the survey's limitations, which are noted in this preliminary report, should provide the public school practitioner with a basic foundation for ascertaining attitudes at the local level. The practitioner with an operational procedure at his or her disposal could localize the questions and establish a longitudinal data base in the school district on attitudes of its constituents. Secondly, it is hoped that the dissemination of the results of this poll will raise the awareness of the lay public with regard to issues and concerns in education.

Thirdly, constructive use of these data by professional educators at the University level for purposes of bringing about needed change is also an integral part of the survey and one of its secondary objectives. Fourthly, the review and modification of current thought and status of selected educational issues by various educational organizations and the Kansas legislature will likely be useful.

Finally, but extremely important is the refinement of skills of the researchers at Emporia State University in conducting public opinion polls. It is the thinking of the project directors that such skills could be of substantial value to faculty members and administrators at Emporia State University as they become involved in local school district projects designed to ascertain attitudes of patrons in local school districts. Thus, the secondary objectives noted may prove to be as significant if not more significant than the primary objective.

## Section 2

## RESEARCH PROCEDURES EMPLOYED

On the surface, conducting a poll by use of telephone interviews may appear to the casual observer as a simplistic endeavor. Yet, as most researchers soon discover, this observation is indeed unrealistic in view of the logistics involved and the constant struggle to minimize errors in sampling procedures employed.

Therefore, this section will be primarily concerned with, and limited to, the research procedures employed. More specifically, those procedures involved (1) sample selection, (2) development of questions and the establishment of content validity, (3) administration of the instrument, (4) description of sample tolerances and (5) sample error.

### Sample Selection

The procedures employed in the determining of the sample consisted of (1) identifying all telephone directories serving residents of the State of Kansas and (2) establishing a systematic procedure for selecting at random from the directories the residents to be included in the poll.

All telephone directories serving Kansas were located in the Tele-Communications Center of the State of Kansas which is responsible for the coordination of telephone communications for state agencies. Upon close perusal of the directories, it was determined that one hundred forty-one were applicable to Kansas residents. Each telephone directory was recorded and the following procedures were employed in determining the sample:

1) Determining the number of telephone listings. The name of each individual listed in the one hundred forty-one directories was numbered consecutively. Starting with book number one which was the Continental Telephone Company directory for Allen, Kansas, the total number of listings was determined by estimating the number of listings on sample directory pages and multiplying by the total number of pages with listings in the directory. All directories were handled in this manner. When all listings were counted in all directories (governmental agencies and businesses excluded), each directory was assigned inclusive consecutive numbers. Each directory was numbered consecutively starting from the last number in the preceding directory. For example, book number one had 3,720 listings, book number two had 2,153 listings, book number two then contained in consecutive order names from 3,721 through 5,973. This process was continued through all one hundred forty-one directories. All listings were identifiable by sequence numbers.

2) Selecting individual telephone numbers. The researchers randomly selected a starting point among the total listings. The next sample listing was located by dividing the total number of listings (985,508) by the desired sample size of 900. The quotient was established at 1095. This quotient was added to the first randomly selected sequence number and to each subsequent sample selected to complete the total survey sample of 900 listings. Twenty numbers were discarded at a later date due to the discovery that the numbers were for out-of-state residents listed in Kansas directories.

3) Alerting the sample population. To prepare the individuals that were selected to respond to this survey, an explanatory letter preceded the telephone survey. A copy of this letter may be found in Appendix B. The

letter explained the purpose of the survey, the importance of their response, time required of them and the use of the results. This prior explanation was designed to improve the cooperation of individuals surveyed and to reduce the number of contacts needed to reach the total sample size.

4) Selecting sample alternates. If the designated sample respondents were unable to participate in the survey, the next listing below the selected listing was utilized. A prior explanatory letter was also sent to the alternate.

5) Selecting an individual within each household. Four sample grids were developed to enhance the randomization of individuals within each household. The four grids were randomly assigned to the sample population.

In summary, the sample selection procedure outlined in this section was designed to elicit a listing of telephone numbers which represented a random sample of households in the State of Kansas.

## Development of Questions and Establishment of Content Validity

Task Group B reviewed the questions used in the 11th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools and selected those which it considered appropriate for obtaining Kansans' responses. Since the Gallup questions are not copyrighted, some modifications were made to ensure better adaptation to the Kansas educational system.

Subsequent to the selection of appropriate Gallup questions, the Task Group identified the following organizations, agencies, and legislative bodies from which it solicited questions or areas of concern: House Education Committee, Kansas Association of Community Colleges, Kansas Association for the Education of Young Children, Kansas Association of School Boards, Kansas

Congress of Parents and Teachers, Kansas Council for Children and Youth, Kansas-National Education Association, Kansas State Department of Education, Senate Education Committee, and the United School Administrators. Upon receipt of these questions or areas of concern, the Task Group analyzed them and formulated specific questions to cover the areas identified. Nineteen questions were constructed as a result of the combined sources used to obtain suggested questions or expressed areas of concern. The following table shows a breakdown of the origin of each of the questions used:

| Gallup Poll (Verbatim) | Gallup Poll (Modified) | Other Sources |
|---|---|---|
| 1,6,7,10 | 2,3,8,9,11,12,16 | 4,5,13,14,15, 17,18,19 |

The next step was to establish content validity for the questions formulated for the poll. A validation process was determined which involved six professors, five laypersons, and thirty-one graduate students in education and psychology. Task Group members were assigned to the designated categories of people to carefully consider each of the nineteen questions and make revisions until such time that there was consensus on its interpretation. The Task Group integrated the various group responses and made appropriate revisions until it had consensus on the final set of questions which was used in the telephone poll.

## Administration of the Instrument

A major task in the project was the effort required to collect the data. Those responsible for this portion of the project were required to contact 880 interviewees in as short a time span as possible. Complicating this problem

were budget restrictions, limited access to WATS lines, the recruitment of capable interviewers, and contending with "prime-time" limits for telephone interviews.

Budget restrictions and the need to identify an adequate pool of capable interviewers dictated the need to consider community and/or professional groups that might be interested in assisting with the poll in exchange for minimal financial reward. The Emporia Chapter of the American Association of University Women readily accepted our request for assistance.

In a three-hour training session the 50 interviewers in attendance were provided with background information on the project and a thorough review of the interview instrument. The session also included a briefing on techniques and procedures, role playing of interviews, and practice with actual live interviews.

Interviews were conducted from 6:30 p.m. to 9:30 p.m. on Mondays through Thursdays and on Saturday morning from 9:00 a.m. to noon. Twelve calling sessions were conducted from March 20 through April 10. The Easter holiday period caused some slight interruptions in the schedule. An average of slightly more than 70 interviews were conducted during each three-hour calling session.

The length of each interview averaged approximately 15 minutes. It is estimated that for each successful interview, an additional 15 minutes were consumed by technical matters such as busy lines and no-answer calls.

Letters to alert potential interviewees of the impending survey and to encourage their cooperation and assistance were mailed to approximately 2000 households in Kansas. Experience with this phase of the poll indicates

that the pre-interview contact was instrumental in making each calling session productive, and may have been the single most important factor contributing to the successful completion of the poll.

## Description of Sample Tolerances

The results of a survey, when a sample of a population is used, are subject to error caused by the sample itself. The larger the percentage of the population included in the sample, the smaller the sample error. Specifically, the statistical measurement of "standard error of proportion" may be employed to determine limits applicable to the data. This measurement is expressed as follows:

$$\sqrt{P\,\frac{Q}{N}}$$

In view of this measurement, the following table shows the plus and minus errors in percents, depending on the size of the sample responding to each item in the questionnaire. The percentage range is the amount of variance one could expect 95% of the time, if the identical survey were repeated in the same time period.

TABLE I

Allowances for Sampling Error of a Percentage
In Percentage Points
(at 95 in 100 confidence level)*

| | SAMPLE SIZE | | | | | |
|---|---|---|---|---|---|---|
| | 900 | 750 | 500 | 400 | 200 | 100 |
| Percentage near 10 | 2 | 3 | 3 | 4 | 5 | 7 |
| Percentage near 20 | 3 | 4 | 4 | 5 | 7 | 9 |
| Percentage near 30 | 4 | 4 | 4 | 6 | 8 | 10 |
| Percentage near 40 | 4 | 4 | 5 | 6 | 8 | 11 |
| Percentage near 50 | 4 | 4 | 5 | 6 | 8 | 11 |
| Percentage near 60 | 4 | 4 | 5 | 6 | 8 | 11 |
| Percentage near 70 | 4 | 4 | 4 | 6 | 8 | 10 |
| Percentage near 80 | 3 | 4 | 4 | 5 | 7 | 9 |
| Percentage near 90 | 2 | 3 | 3 | 4 | 5 | 7 |

Example: A reported percentage of 75 for a group that includes 900 responses. The 75 percent is halfway between the 70 and 80 percentage row, and the column 800 is used as the other coordinate. The number is between 3 and 4%; 3.5% should be used. That is, the 75% obtained in the sample is subject to plus or minus 3.5% points. This unit of measurement means that if the survey were repeated, chances are 95 out of 100 that average results for that item would fall between the 71.5 to 78.5% range.

Comparing survey results between two variables, e.g., men and women, the question arises as to how large a difference between the two variables can be expected to ensure that the difference is a real one. Is the difference in replies caused by the difference in sex or in sample selection?

The following two tables can be used to test the allowable differences between variables. One table is for percentages or results that fell near 20 or 80, and the other table is for percentages near 50. For percentages in between these values, one must extrapolate to find the number.

Allowance for Sampling Error
of the Difference

TABLE II — In Percentage Points (at 95 in 100 confidence level)

Percentages near 20 or 80

| Size of Sample | 750 | 600 | 400 | 200 |
|---|---|---|---|---|
| 750 | 5 | | | |
| 600 | 5 | 6 | | |
| 400 | 6 | 6 | 7 | |
| 200 | 8 | 8 | 8 | 10 |

| TABLE III | Percentages near 50 | | | |
|---|---|---|---|---|
| Size of Sample | 750 | 600 | 400 | 200 |
| 750 | 6 | | | |
| 600 | 7 | 7 | | |
| 400 | 7 | 8 | 8 | |
| 200 | 10 | 10 | 10 | 12 |

To determine allowance for sample error between two variables, the following example is given: 400 men in a sample, 50 percent of them said yes to the item and 60 percent of 480 women also responded in the affirmative. Is the 10 percentage points difference due to the sex difference or due to sampling error? Table II should be used since the responses are near 50%. Using the row and column headed 400, the male sample size, the figure 8 is the allowance for error. The range in percentage of responses for males called fell between 42 and 58 in 95 of 100 cases. There is a real difference in percentage response to this question between men and women. If the difference in percentage responses would have been less than eight, in this case, the difference in results would have been inconclusive.

## Sample Error

In selecting a sample to respond for the total population, there are always inherent biases. Every effort was used to recognize bias in sample selection and to minimize this error whenever possible. It is nearly impossible to correct for error caused by sample bias. The best approach is to recognize the biases and make value judgments as to the degree of error they might cause.

The biases in selecting the sample for this survey were: (not in order of importance to the results)

1) The Kansan must have had a telephone listing to be selected. This is probably not a significant bias since most residents have listed telephone numbers.
2) An adult at the sample household must normally be at the listed address during the evening hours.
3) Responses may have been different if they had been completed on an impersonal mailed questionnaire rather than talking to someone who knew their identity.
4) Responding in a telephone interview, the respondent might have given a reply to a question without really giving it much thought.
5) The respondent must be willing to respond at the convenience of the caller. The respondent might have rushed the replies because of immediate concerns.

In summary, every effort was made to minimize sample error. Certainly, the degree of possible error in sample selection must be an integral part of any value judgments reported concerning the data tabulated.

## Section 3

## ANALYSIS OF DATA

It is the purpose of this section to report the data compiled and provide a basic interpretation of the data presented. In view of the substantial quantity of data generated for each question included in the poll, it was decided to employ a tabular reporting format. Specifically, all data were placed in tabular form for each question and a brief interpretation of the data was provided for each question within the tabular form.

It should be noted that all variables were not listed for each question due to the preliminary nature of this report; however, those variables which appear to be most significant were listed. Likewise, only a brief summary pertaining to the data for each question was provided. A listing of all variables and expansion of each of the summaries will be provided in the final report.

### Data and Related Interpretations

Data were compiled and summaries prepared for each of the questions included in the survey in tabular form. The data and summaries may be found in Tables IV through XXII. Additionally, it should be noted that all data were reported in the form of percentages; that is, the percentage of those surveyed who responded to the question in a particular response mode. In addition, the last column in all tables reports the percentage that a specific sub-group represents of the total sample.

For example, data should be interpreted as follows:

| | Yes | No | Don't Know/No Answer | % of Sample |
|---|---|---|---|---|
| Male | 60% | 38% | 2% | 48.3% |
| Female | 59% | 35% | 6% | 51.8% |

Read: Male

60% of the males responded - yes
38% of the males responded - no
2% of the males responded - don't know/no answer
48.3% of those surveyed were males

Female

59% of the females responded - yes
35% of the females responded - no
6% of the females responded - don't know/no answer
51.8% of those surveyed were females

All data were reported in the same tabular form and should be interpreted as indicated in the example. Data and related summaries pertaining to the questions included in the survey may be found on the ensuing pages.

## TABLE IV

## BEST SOURCE OF INFORMATION

1. What is your best source of information about the local schools? (Open-anticipated responses listed)

QUESTION:

1 Local Newspaper
2 Local T.V.
3 Local Radio
4 Other
5 School Publications/ Newsletters
6 Word of Mouth/Personal Involvement, etc.
7 Don't Know/No Answer

| | #1 | #2 | #3 | #4 | #5 | #6 | #7 | % of Total Sample |
|---|---|---|---|---|---|---|---|---|
| STATE TOTALS | 46.5 | 8.1 | 5.7 | 1.5 | 13.9 | 41.0 | 7.6 | 100.0 |
| SEX: | | | | | | | | |
| Male | 48.3 | 9.4 | 7.1 | 1.4 | 13.0 | 40.8 | 4.3 | 48.2 |
| Female | 44.7 | 6.8 | 4.4 | 1.5 | 14.7 | 41.2 | 10.3 | 51.8 |
| CHILDREN: | | | | | | | | |
| Children in School | 38.5 | 6.1 | 4.1 | 2.4 | 25.7 | 53.4 | 1.4 | 33.6 |
| No Children in School | 50.4 | 9.1 | 6.4 | 1.1 | 8.2 | 35.1 | 10.7 | 63.8 |
| No Designation | 52.2 | 8.7 | 8.7 | .0 | .0 | 26.1 | 13.0 | 2.6 |
| INCOME: | | | | | | | | |
| Less than $10,000 | 40.5 | 5.8 | 7.4 | 2.6 | 5.8 | 38.4 | 17.4 | 21.6 |
| $10,000 to $15,000 | 38.8 | 9.2 | 7.9 | 7.7 | 1[illegible].1 | 43.4 | 7.9 | 17.3 |
| $15,000 to $20,000 | 47.6 | 7.9 | 6.1 | 2.4 | 22.6 | 40.9 | 3.0 | 18.6 |
| $20,000 to $25,000 | 45.4 | 5.9 | 3.4 | .8 | 10.9 | 53.8 | 5.0 | 13.5 |
| $25,000 to $30,000 | 55.8 | 10.4 | 1.3 | 1.3 | 11.7 | 37.7 | 5.2 | 8.8 |
| Over $30,000 | 59.5 | 9.5 | 2.4 | .8 | 20.6 | 33.3 | .0 | 14.3 |
| No Designation of Income | 47.9 | 7.5 | 12.5 | .0 | 4.2 | 39.6 | 12.5 | 5.9 |
| EDUCATION: | | | | | | | | |
| Non High School Grad. | 40.3 | 6.1 | 6.6 | 0.0 | 9.4 | 37.6 | 17.7 | 20.6 |
| High School Grad. | 46.6 | 9.4 | 5.4 | 2.0 | 15.1 | 42.7 | 6.8 | 40.0 |
| College (Non Degree) | 49.3 | 8.8 | 5.5 | 2.8 | 13.4 | 41.0 | 4.6 | 24.7 |
| College (Degree) | 50.0 | 6.2 | 5.4 | 0.0 | 17.7 | 41.5 | 0.8 | 14.8 |

Summary:

The local newspaper and word of mouth/personal involvement, etc., were indicated to be the best source of information about the local public schools. Approximately eight of every ten respondents were in agreement on these areas of information.

Substantial difference may be found between respondents with children in school and those without children in schools. Parents indicated with a greater frequency word of mouth/personal involvement as their best source of information while non-parents stated that the newspaper was their best source. Interestingly, only 8.2% of the non-parent respondents indicated school publications as their best source of information. These data might have some implication for communication personnel in school systems concerning school district publications.

Respondents among the various income groups appear to have similar views on the best source of information with some indication that the newspaper is a better source of information for higher income groups.

TABLE V

SCHOOL SUBJECTS DEGREE OF IMPORTANCE

QUESTION: Public Schools can teach many different things. Will you tell me in the case of each of these school subjects whether you regard it as very important, important, or not very important for all students?

| | Very Important | Very Important | Not Very Important | No Opinion |
|---|---|---|---|---|
| Art | | | | |
| Business | | | | |
| English | | | | |
| Foreign Language | | | | |
| Mathematics | | | | |
| Music | | | | |
| Physical Education | | | | |
| Science | | | | |
| Sex Education | | | | |
| Social Studies | | | | |
| Vocational Education | | | | |

| | Very Important | Important | Not Very Important | No Opinion | % of Total Sample |
|---|---|---|---|---|---|
| STATE TOTALS | | | | | |
| Art | 8.2 | 61.0 | 27.2 | 3.7 | 100.0 |
| Business | 47.6 | 48.0 | 2.4 | 2.1 | 100.0 |
| English | 70.7 | 26.3 | 2.5 | .6 | 100.0 |
| Foreign Language | 10.2 | 48.6 | 36.7 | 4.5 | 100.0 |
| Mathematics | 76.1 | 22.3 | .8 | .8 | 100.0 |
| Music | 13.2 | 62.8 | 21.7 | 2.3 | 100.0 |
| Physical Education | 27.3 | 60.8 | 9.8 | 2.1 | 100.0 |
| Science | 39.3 | 53.3 | 4.2 | 3.2 | 100.0 |
| Sex Education | 23.5 | 50.1 | 19.9 | 6.5 | 100.0 |
| Social Studies | 25.8 | 63.6 | 7.7 | 2.8 | 100.0 |
| Vocational Education | 44.5 | 47.2 | 5.5 | 2.8 | 100.0 |

TABLE V - CONTINUED

| | | | | | |
|---|---|---|---|---|---|
| **ART:** | | | | | |
| Non High School Grad. | 8.8 | 50.3 | 31.5 | 9.4 | 20.6 |
| High School Grad. | 7.4 | 61.9 | 28.4 | 2.3 | 40.0 |
| College (Non Degree) | 8.3 | 68.2 | 20.7 | 2.8 | 24.7 |
| College (Degree) | 9.2 | 61.5 | 28.5 | 0.8 | 14.8 |
| **BUSINESS:** | | | | | |
| Non High School Grad. | 45.3 | 47.5 | 1.1 | 6.1 | 20.6 |
| High School Grad. | 54.5 | 44.0 | 0.9 | 0.6 | 40.0 |
| College (Non Degree) | 46.1 | 49.3 | 2.8 | 1.8 | 24.7 |
| College (Degree) | 34.6 | 56.9 | 7.7 | 0.8 | 14.8 |
| **ENGLISH:** | | | | | |
| Non High School Grad. | 63.5 | 29.3 | 4.4 | 2.8 | 20.6 |
| High School Grad. | 69.0 | 28.7 | 2.3 | 0.0 | 40.0 |
| College (Non Degree) | 71.0 | 27.2 | 1.8 | 0.0 | 24.7 |
| College (Degree) | 84.6 | 13.8 | 1.5 | 0.0 | 14.8 |
| **FOREIGN LANGUAGE:** | | | | | |
| Non High School Grad. | 9.4 | 50.3 | 32.6 | 7.8 | 20.6 |
| High School Grad. | 7.7 | 47.4 | 41.5 | 3.4 | 40.0 |
| College (Non Degree) | 10.6 | 47.9 | 36.4 | 5.1 | 24.7 |
| College (Degree) | 17.7 | 50.8 | 30.0 | 1.6 | 14.8 |
| **MATHEMATICS:** | | | | | |
| Non High School Grad. | 74.0 | 21.0 | 2.2 | 2.8 | 20.6 |
| High School Grad. | 79.5 | 20.2 | 0.3 | 0.0 | 40.0 |
| College (Non Degree) | 73.3 | 26.3 | 0.5 | 0.0 | 24.7 |
| College (Degree) | 74.6 | 23.1 | 0.8 | 1.5 | 14.8 |
| **MUSIC:** | | | | | |
| Non High School Grad. | 18.2 | 56.9 | 19.9 | 5.0 | 20.6 |
| High School Grad. | 13.4 | 63.1 | 22.4 | 1.1 | 40.0 |
| College (Non Degree) | 10.1 | 66.8 | 20.7 | 2.3 | 24.7 |
| College (Degree) | 10.8 | 63.8 | 23.8 | 1.6 | 14.8 |
| **PHYSICAL EDUCATION:** | | | | | |
| Non High School Grad. | 27.6 | 55.2 | 9.9 | 7.2 | 20.6 |
| High School Grad. | 29.0 | 61.6 | 8.2 | 1.2 | 40.0 |
| College (Non Degree) | 26.3 | 63.1 | 10.1 | 0.5 | 24.7 |
| College (Degree) | 23.8 | 62.3 | 13.1 | 0.8 | 14.8 |
| **SCIENCE:** | | | | | |
| Non High School Grad. | 32.0 | 51.9 | 6.1 | 10.0 | 20.6 |
| High School Grad. | 40.6 | 52.3 | 5.1 | 2.0 | 40.0 |
| College (Non Degree) | 38.7 | 58.1 | 2.3 | 1.0 | 24.7 |
| College (Degree) | 46.9 | 50.0 | 2.3 | 0.8 | 14.8 |

TABLE V - CONTINUED

| | | | | | |
|---|---|---|---|---|---|
| SEX EDUCATION: | | | | | |
| Non High School Grad. | 17.1 | 37.0 | 37.6 | 8.3 | 20.6 |
| High School Grad. | 25.0 | 52.6 | 15.3 | 7.1 | 40.0 |
| College (Non Degree) | 24.0 | 53.0 | 17.5 | 5.6 | 24.7 |
| College (Degree) | 27.7 | 56.9 | 11.5 | 3.8 | 14.8 |
| SOCIAL STUDIES: | | | | | |
| Non High School Grad. | 23.8 | 58.6 | 8.8 | 8.8 | 20.6 |
| High School Grad. | 27.8 | 64.5 | 6.5 | 1.1 | 40.0 |
| College (Non Degree) | 23.5 | 66.4 | 8.8 | 1.4 | 24.7 |
| College (Degree) | 26.9 | 63.8 | 7.7 | 1.6 | 14.8 |
| VOCATIONAL EDUCATION: | | | | | |
| Non High School Grad. | 44.2 | 44.2 | 3.9 | 7.8 | 20.6 |
| High School Grad. | 48.3 | 44.6 | 6.0 | 1.1 | 40.0 |
| College (Non Degree) | 44.2 | 49.3 | 4.6 | 1.8 | 24.7 |
| College (Degree) | 35.4 | 54.6 | 7.7 | 2.3 | 14.8 |

Summary:

English and math received overwhelming support of those surveyed as the most important school subjects in public education. Nearly 76% of the respondents indicated English was very important and 71% placed mathematics in the "very important" category. In both subject areas, nearly 98% expressed the opinion that math and English were either very important or important.

Business, vocational education, and science all received considerable support in the "very important" category. Surprisingly, art, music and foreign language received the least support in the "very important" category.

Those interviewed with higher levels of educational attainment considered the importance of art and foreign language at a higher level of plurality than those with lower educational attainments. Foreign language, though considered by the majority of the respondents as important or very important, received the largest percentage of "not very important" responses. Other areas with a high number of "not very important" responses were art, music, and sex education.

Substantial difference may be found between non-high school graduate views on the importance of sex education and respondents with a high school education or more.

TABLE VI

STATE BOARD EXAMINATION (TEACHERS)

QUESTION: Should college graduates in teacher education be required to pass a state board examination to prove their knowledge in subject(s) they will teach before they are hired?

1 Yes 2 No 3 Don't Know/No Answer

| | Yes | No | Don't Know/ No Answer | % of Total Sample |
|---|---|---|---|---|
| STATE TOTALS | 81.8 | 12.8 | 5.4 | 100.00 |
| EDUCATION: | | | | |
| Non High School Grad. | 83.4 | 9.9 | 6.6 | 20.6 |
| High School Grad. | 85.2 | 9.7 | 5.1 | 40.0 |
| College (Non Degree) | 80.6 | 13.8 | 5.5 | 24.7 |
| College (Degree) | 72.3 | 23.8 | 3.8 | 14.8 |
| AGE: | | | | |
| 18-24 | 87.2 | 11.6 | 1.2 | 9.8 |
| 25-29 | 89.2 | 6.9 | 3.9 | 11.6 |
| 30-49 | 83.3 | 12.8 | 4.0 | 31.9 |
| 50-65 | 82.5 | 12.3 | 5.3 | 25.9 |
| 65-over | 72.6 | 17.7 | 9.7 | 19.9 |
| Not Designated | 62.5 | 12.5 | 25.0 | 0.9 |
| OCCUPATION: | | | | |
| Business and Professional | 77.5 | 16.8 | 5.8 | 31.8 |
| Skilled Labor | 91.7 | 7.8 | 0.8 | 15.1 |
| Housewife/Homemaker | 83.1 | 10.5 | 6.4 | 19.6 |
| Clerical and Sales | 83.6 | 6.0 | 10.5 | 7.6 |
| Unskilled Labor | 91.7 | 5.6 | 2.8 | 4.1 |
| Retired | 77.5 | 18.8 | 3.8 | 9.1 |
| Farming | 82.2 | 15.6 | 2.2 | 5.1 |
| Unemployed | 72.7 | 4.5 | 22.7 | 2.5 |
| Student | 82.9 | 17.1 | 0.0 | 4.0 |
| No Answer | 50.0 | 30.0 | 20.0 | 1.1 |

Summary:

An overwhelming majority of those surveyed favor the proposition that college graduates in teacher education be required to pass a state board examination. Little difference appears to exist between respondents in sub-groups of educational attainment and age.

Respondents in all the various occupational groups strongly supported the need for teachers to pass an examination. In addition, respondents in the occupational categories of skilled labor and unskilled labor appeared to support the proposition at a higher level than other occupational groups. Regardless of education, age and occupation, the message seems clear: Kansans seem to believe that state board examinations should be required of teachers.

TABLE VII

ADVANCED WORK
ADMINISTRATORS - TEACHERS

QUESTION: Should teachers and administrators be required to take advanced work to keep up-to-date with developments in their fields?

1 Yes 2 No 3 Don't Know/No Answer

1 Once a Year 2 Once Every Three Years 3 Once Every Five Years

| | Yes | No | Don't Know/ No Answer | % of Total Sample |
|---|---|---|---|---|
| PART A<br>State Totals | 94.8 | 2.2 | 3.0 | 100.00 |

| | Once A Year | Once Every Three Years | Once Every Five Years | No Opinion/ No Answer |
|---|---|---|---|---|
| PART B<br>State Totals | 23.4 | 60.5 | 13.2 | 2.9 |

Summary:

An overwhelming number of the respondents interviewed believe that administrators and teachers should be required to take advanced work, with the majority indicating once every three years as the time factor.

# TABLE VIII

## EDUCATIONAL NEED

QUESTION: What do you consider to be the most serious educational need for Kansas students in our schools today? (Open - anticipated responses listed)

1 More emphasis on basic skills
2 Better qualified/competent teachers
3 More equipment and materials
4 Improved school atmosphere/ discipline
5 Additional curriculum offerings
6 Better qualified/competent administrators
7 Better school buildings
8 Other

| | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | % of Total Sample |
|---|---|---|---|---|---|---|---|---|---|
| STATE TOTALS | 42.2 | 9.7 | 1.6 | 14.5 | 6.0 | 1.1 | 1.0 | 26.0 | 100.00 |
| SEX: | | | | | | | | | |
| Male | 43.4 | 9.7 | .5 | 13.9 | 5.9 | 1.7 | .5 | 27.4 | 48.2 |
| Female | 41.0 | 9.6 | 2.6 | 15.1 | 6.1 | .7 | 1.5 | 24.8 | 51.8 |
| CHILDREN: | | | | | | | | | |
| Children in School | 45.3 | 13.9 | 1.0 | 14.5 | 7.8 | 2.4 | 2.0 | 23.3 | 33.6 |
| No Children in School | 41.7 | 7.5 | 1.8 | 14.6 | 4.8 | .5 | .5 | 27.1 | 63.8 |
| Not Designated | 13.0 | 8.7 | 4.3 | 13.0 | 13.0 | .0 | .0 | 34.8 | 2.6 |
| INCOME: | | | | | | | | | |
| Less Than $10,000 | 36.8 | 12.1 | 3.7 | 12.1 | 5.3 | .5 | 1.6 | 21.1 | 21.6 |
| $10,000 to $15,000 | 44.1 | 6.6 | 1.3 | 21.1 | 4.6 | .7 | .0 | 25.0 | 17.3 |
| $15,000 to $20,000 | 43.3 | 7.3 | 1.2 | 11.0 | 11.0 | 1.8 | 1.8 | 27.4 | 18.6 |
| $20,000 to $25,000 | 51.3 | 14.3 | .8 | 16.0 | 3.4 | 1.7 | 1.7 | 24.4 | 13.5 |
| $25,000 to $30,000 | 42.9 | 2.6 | .0 | 10.4 | 6.5 | 1.3 | .0 | 40.3 | 8.8 |
| Over $30,000 | 38.9 | 12.7 | .8 | 14.3 | 5.6 | .8 | .8 | 28.6 | 14.3 |
| Not Designated | 39.6 | 8.3 | 2.1 | 20.8 | 4.2 | 2.1 | .0 | 18.8 | 5.9 |
| OCCUPATION: | | | | | | | | | |
| Business and Professional | 43.6 | 11.1 | 1.1 | 13.2 | 6.1 | 1.4 | 1.4 | 28.9 | 31.8 |
| Skilled Labor | 42.1 | 12.8 | 0.8 | 13.5 | 6.0 | 1.5 | .0 | 27.8 | 15.1 |
| Housewife/Homemaker | 44.8 | 9.9 | 2.3 | 15.1 | 5.8 | .6 | 1.2 | 20.9 | 19.5 |
| Clerical and Sales | 35.8 | 11.9 | 4.5 | 17.9 | 4.5 | .0 | 1.5 | 29.9 | 7.6 |
| Unskilled Labor | 38.9 | 2.8 | 2.8 | 22.2 | 8.3 | 2.8 | 2.8 | 16.7 | 4.1 |
| Retired | 41.3 | 6.3 | 0.0 | 16.3 | 3.8 | .0 | .0 | 28.8 | 9.1 |
| Farming | 37.8 | 6.7 | 0.0 | 17.8 | 8.9 | 2.2 | .0 | 22.2 | 5.1 |
| Unemployed | 45.5 | 4.5 | 0.0 | 18.2 | 0.0 | .0 | .0 | 22.7 | 2.5 |
| Student | 42.9 | 5.7 | 5.7 | 2.9 | 14.3 | .0 | 2.9 | 28.6 | 4.0 |
| No Answer | 30.0 | 0.0 | 0.0 | 10.0 | 0.0 | 10.0 | .0 | 10.0 | 1.1 |

The number one reply to this question was clearly, "More emphasis on basic skills". This need was mentioned nearly three times more often than the second-ranked need which was, "Improvement of school atmosphere/discipline". In a distant-third position was, "Better qualified/competitive teachers".

When the group was differentiated by sex, children in school, income or occupation, the priority of educational needs selected did not vary from those indicated by the entire group.

Better qualified/competent administrators, better school buildings, and more equipment and materials were of minor concern.

## TABLE IX

## LIKE MOST ABOUT SCHOOL

QUESTION: What do you like most about the school your eldest child attends? (Open - anticipated responses listed)

1 Good Teachers
2 High Standards
3 Special Programs
4 Discipline
5 Small Classes
6 Proximity to Home
7 Good Communications Between Home and School
8 Good Principal
9 Other

| | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 | % of Total Samp (Parents Only |
|---|---|---|---|---|---|---|---|---|---|---|
| STATE TOTALS | 44.9 | 14.5 | 15.5 | 7.8 | 17.2 | 4.1 | 11.1 | 5.4 | 19.9 | 100.0 |
| EDUCATION: | | | | | | | | | | |
| Non High School Grad. | 34.9 | 12.5 | 7.5 | 7.5 | 17.5 | 5.0 | 20.0 | 5.0 | 20.0 | 12.5 |
| High School Grad. | 41.5 | 11.7 | 16.9 | 7.8 | 14.9 | 4.5 | 10.4 | 5.8 | 17.5 | 48.0 |
| College (Non Degree) | 42.6 | 11.3 | 13.8 | 5.0 | 22.5 | 3.8 | 6.3 | 1.3 | 18.8 | 24.9 |
| College (Degree) | 44.9 | 23.5 | 12.8 | 8.5 | 6.4 | 0.0 | 8.5 | 8.5 | 19.2 | 14.6 |
| RACE: | | | | | | | | | | |
| White | 41.8 | 12.7 | 14.1 | 6.5 | 16.0 | 3.3 | 8.8 | 4.9 | 19.0 | 95.3 |
| Black | 36.4 | 18.2 | 27.3 | 18.2 | 18.2 | 9.1 | 54.5 | 9.1 | 3.4 | 3.4 |
| Oriental | 50.0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .6 | .6 |
| Native American | .0 | .6 | .0 | .3 | .0 | .3 | .0 | .0 | .9 | .9 |
| Spanish American | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| Other | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| Not Designated | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| AGE: | | | | | | | | | | |
| 18-24 | 56.3 | .0 | 14.0 | 14.1 | .0 | .0 | 14.0 | .0 | .0 | 2.2 |
| 25-29 | 27.7 | 6.9 | 13.8 | 3.5 | 24.2 | 3.5 | 6.9 | .0 | 27.7 | 9.0 |
| 30-49 | 44.4 | 11.8 | 15.8 | 5.9 | 17.2 | 3.0 | 11.3 | 4.9 | 19.2 | 63.2 |
| 50-65 | 34.9 | 18.6 | 12.8 | 7.1 | 12.9 | 7.1 | 8.6 | 7.1 | 14.3 | 21.8 |
| 65-over | 48.2 | 12.0 | .0 | 24.1 | .0 | .0 | 12.0 | .0 | 24.1 | 2.6 |
| Not Designated | 76.9 | 76.9 | .0 | 51.3 | .0 | .0 | .0 | 25.6 | .0 | 1.2 |

Summary:

Respondents indicated with the greatest frequency "good teachers" as the area they liked most about the schools their eldest children attend. These data reflect an average of responses of 1.4 per respondent.

Listed in order of frequency the other responses were:

1) Other (19.9) - Several areas were mentioned to include the general response of "I like everything about our school" to "I do not like anything about our school".
2) Small Classes (17.2)
3) Special Programs (15.5)
4) High Standards (14.5)
5) Good Communication Between Home (11.1)
6) Discipline (7.8)
7) Good Principal (5.4)
8) Proximity to Home (4.1)

TABLE X

LIKE LEAST ABOUT SCHOOL

QUESTION: What do you like least about the school your eldest child attends? (Open - anticipated responses listed)

1 Lack of Discipline
2 Low Standards
3 Use of Marijuana, Alcohol, Drugs
4 Over-crowding
5 Teachers
6 Condition of School Building
7 Vandalism
8 Too far from home
9 Other

| | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 | % of Total Samp (Parents Only |
|---|---|---|---|---|---|---|---|---|---|---|
| STATE TOTALS | 11.1 | 5.7 | 5.4 | 5.4 | 8.8 | 4.1 | 1.0 | 2.7 | 55.8 | 100.0 |
| EDUCATION: | | | | | | | | | | |
| Non High School Grad. | 7.5 | 7.5 | 10.0 | 10.0 | 7.5 | 5.0 | 2.5 | 2.5 | 34.9 | 12.5 |
| High School Grad. | 12.3 | 5.2 | 5.8 | 1.9 | 9.1 | 5.2 | 0.0 | 1.9 | 53.9 | 48.0 |
| College (Non Degree) | 6.3 | 3.8 | 1.3 | 6.3 | 8.8 | 1.3 | 2.5 | 2.5 | 52.6 | 24.9 |
| College (Degree) | 12.8 | 6.4 | 4.3 | 8.5 | 4.3 | 2.1 | 0.0 | 4.3 | 49.1 | 14.6 |
| AGE: | | | | | | | | | | |
| 18-24 | 0.0 | 14.1 | 14.1 | 0.0 | 14.1 | 0.0 | 0.0 | 14.1 | 28.2 | 2.2 |
| 25-29 | 3.5 | 6.9 | 0.0 | 6.9 | 3.5 | 6.9 | 3.5 | 3.5 | 58.8 | 9.0 |
| 30-49 | 11.8 | 3.4 | 3.4 | 5.4 | 5.9 | 3.9 | .5 | 2.5 | 56.2 | 63.2 |
| 50-65 | 10.0 | 8.6 | 8.6 | 4.3 | 15.7 | 2.9 | 0.0 | 1.4 | 34.3 | 21.8 |
| 65-over | 0.0 | 0.0 | 12.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 60.2 | 2.6 |
| Not Designated | 25.6 | 25.6 | 25.6 | 0.0 | 25.6 | 0.0 | 25.6 | 0.0 | 0.0 | 1.2 |

Summary:

In view of the substantial number of "other responses" to this question, it is very difficult to reach any definite conclusions. Respondents ranked discipline as the number one concern; yet, the responses were not overwhelming.

Further analysis of the "other responses" revealed the general concept that the respondents were pleased with their schools and did not have any major concern. Other areas mentioned, but not in any substantial number, were: (1) administration, (2) busing and (3) food service programs.

TABLE XI

CHILD TO A DIFFERENT SCHOOL

QUESTION: If given the opportunity, would you send your child to a different school?

1 Yes 2 No 3 Don't Know/No Answer

| | Yes | No | Don't Know/ No Answer | % of Total Sample (Parents Only) |
|---|---|---|---|---|
| STATE TOTALS | 22.1 | 72.3 | 5.6 | 100.00 |
| EDUCATION: | | | | |
| Non High School Grad. | 30.0 | 60.0 | 10.0 | 12.5 |
| High School Grad. | 24.0 | 72.7 | 3.3 | 48,0 |
| College (Non Degree) | 20.0 | 76.3 | 3.7 | 24.9 |
| College (Degree) | 12.8 | 74.5 | 12.7 | 14.6 |
| AGE: | | | | |
| 18-24 | 42.9 | 42.9 | 14.2 | 2.2 |
| 25-29 | 44.8 | 48.3 | 6.9 | 9.0 |
| 30-49 | 19.2 | 77.3 | 3.5 | 63.2 |
| 50-65 | 21.4 | 72.9 | 5.7 | 21.8 |
| 65-over | 0.0 | 75.0 | 25.0 | 2.6 |
| Not Designated | 25.0 | 25.0 | 50.0 | 1.2 |
| INCOME: | | | | |
| Less Than $10,000 | 30.7 | 65.4 | 3.9 | 8.5 |
| $10,000 to $15,000 | 31.1 | 62.2 | 6.7 | 14.7 |
| $15,000 to $20,000 | 18.1 | 79.2 | 2.7 | 23.5 |
| $20,000 to $25,000 | 22.4 | 73.1 | 4.5 | 21.8 |
| $25,000 to $30,000 | 13.8 | 82.8 | 3.4 | 9.4 |
| $30,000 - over | 19.7 | 74.2 | 6.1 | 21.5 |
| Not Designated | 50.0 | 50.0 | 0.0 | .6 |

Summary:

Though approximately one parent in five with children in school indicated they would prefer to send their children to a different school, nearly 70% indicated general acceptance of their childrens schools. Parents who were non-high school graduates were not as satisfied with their children's present schools as parents who were college graduates.

Considerable differences may also be found among parents within various age groups on whether they would prefer a different school for their children. Respondents in the age groups between 18-29 were more likely to support the con-

cept of a different school for their children than parents in the 30-65 age group.

Differences also exist among parents in the lower income groups and the higher income groups. Respondents in the $15,000-and-less income brackets indicated a greater desire to send their children to a different school than respondents in the $15,000-and-over income groups.

TABLE XII

RATINGS OF THE PUBLIC SCHOOLS

QUESTION: If the local public schools were graded on the quality of their work, what grade would you give them?

1 A 2 B 3 C 4 D 5 F

| | A | B | C | D | F | Don't Know/ No Answer | % of Total Sample |
|---|---|---|---|---|---|---|---|
| STATE TOTALS | 19.1 | 37.6 | 21.9 | 4.0 | 1.0 | 16.4 | 100.00 |
| SEX: | | | | | | | |
| Male | 18.6 | 41.3 | 21.9 | 5.7 | 0.9 | 11.6 | 48.2 |
| Female | 19.5 | 34.2 | 21.9 | 2.4 | 1.1 | 20.8 | 51.8 |
| CHILDREN: | | | | | | | |
| Children in School | 27.4 | 42.9 | 21.6 | 4.1 | 0.7 | 3.4 | 33.6 |
| No Children in School | 15.0 | 35.5 | 22.8 | 3.9 | 1.2 | 21.6 | 63.8 |
| Not Designated | 13.0 | 21.7 | 4.3 | 4.3 | 0.0 | 56.5 | 2.6 |
| EDUCATION: | | | | | | | |
| Non High School Graduate | 20.4 | 24.9 | 21.0 | 5.5 | 1.1 | 27.1 | 20.6 |
| High School Graduate | 21.0 | 38.9 | 23.9 | 2.6 | 1.1 | 12.5 | 40.0 |
| College (Non-Degree) | 17.1 | 39.6 | 21.7 | 5.5 | 1.4 | 14.7 | 24.7 |
| College (Degree) | 15.4 | 48.5 | 18.5 | 3.1 | 0.0 | 14.6 | 14.8 |
| AGE: | | | | | | | |
| 18-24 | 15.1 | 41.9 | 29.1 | 0.0 | 1.2 | 12.8 | 9.8 |
| 25-29 | 13.7 | 43.1 | 19.6 | 3.9 | 1.0 | 18.6 | 11.6 |
| 30-49 | 22.8 | 42.0 | 22.4 | 4.6 | 1.1 | 7.1 | 31.9 |
| 50-65 | 23.2 | 35.1 | 20.6 | 5.3 | 0.9 | 14.9 | 25.9 |
| 65-over | 13.1 | 28.0 | 20.6 | 3.4 | 1.1 | 33.7 | 19.9 |
| Not Designated | 12.5 | 50.0 | 25.0 | 0.0 | 0.0 | 12.5 | 0.9 |
| OCCUPATION: | | | | | | | |
| Business/Professional | 19.3 | 45.7 | 18.6 | 3.9 | 0.4 | 12.1 | 31.8 |
| Skilled Labor | 21.8 | 31.6 | 23.3 | 5.3 | 2.3 | 15.8 | 15.1 |
| Housewife | 20.3 | 32.0 | 22.1 | 3.5 | 1.2 | 20.9 | 19.5 |
| Clerical/Sales | 19.4 | 40.3 | 23.9 | 3.0 | 0.0 | 13.4 | 7.6 |
| Unskilled Labor | 22.2 | 38.9 | 36.1 | 2.8 | 0.0 | 0.0 | 4.1 |
| Retired | 12.5 | 35.0 | 23.8 | 5.0 | 1.3 | 22.5 | 9.1 |
| Farming | 20.0 | 42.2 | 22.2 | 2.2 | 0.0 | 13.3 | 5.1 |
| Unemployed | 13.6 | 27.3 | 4.5 | 13.6 | 4.5 | 36.4 | 2.5 |
| Student | 14.3 | 31.4 | 31.4 | 0.0 | 0.0 | 22.9 | 4.0 |
| Not Designated | 20.0 | 10.0 | 20.0 | 0.0 | 10.0 | 40.0 | 1.1 |

TABLE XII - CONTINUED

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| RACE: | | | | | | | |
| White | 19.0 | 38.0 | 22.1 | 4.2 | 1.1 | 15.7 | 95.1 |
| Black | 24.1 | 31.0 | 13.8 | 0.0 | 0.0 | 31.0 | 3.3 |
| Oriental | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.2 |
| Native American | 16.7 | 16.7 | 33.3 | 0.0 | 0.0 | 33.3 | 0.7 |
| Spanish American | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 50.0 | 0.2 |
| Other | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.2 |
| Not Designated | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 | 50.0 | 0.2 |
| INCOME: | | | | | | | |
| Less than $10,000 | 18.4 | 30.5 | 21.1 | 2.1 | 1.6 | 26.3 | 21.6 |
| $10,000 to $15,000 | 15.8 | 38.8 | 21.7 | 3.3 | 2.0 | 18.4 | 17.3 |
| $15,000 to $20,000 | 20.7 | 42.1 | 21.3 | 5.5 | 0.6 | 9.8 | 18.6 |
| $20,000 to $25,000 | 21.0 | 38.7 | 26.1 | 2.5 | 1.7 | 10.1 | 13.5 |
| $25,000 to $30,000 | 20.8 | 40.3 | 18.6 | 6.5 | 0.0 | 14.3 | 8.8 |
| Over $30,000 | 20.6 | 39.7 | 23.8 | 3.2 | 0.0 | 12.7 | 14.3 |
| Not Designated | 16.7 | 33.3 | 20.8 | 10.4 | 0.0 | 18.8 | 5.9 |
| TYPE OF COMMUNITY: | | | | | | | |
| City or Town | 17.3 | 39.8 | 21.9 | 3.9 | 1.3 | 15.8 | 69.1 |
| Suburban | 29.8 | 28.8 | 14.4 | 7.7 | 0.0 | 19.2 | 11.8 |
| Rural | 17.5 | 37.0 | 27.9 | 1.9 | 0.6 | 14.9 | 17.5 |
| Not Designated | 35.7 | 14.3 | 14.3 | 0.0 | 0.0 | 35.7 | 1.6 |

Summary:

According to the total responses by state, the majority of people rated Kansas Public Schools a "B". Over 50 percent of these responses were either rated "A" or "B".

Differences were noted regarding respondents who had children in school as compared to individuals not having children in school. Over one-fourth of the respondents having children rated the schools an "A" with nearly one-half of them rating the schools "B". People who did not have children in school revealed their ratings of "B" and "C" being the two larger categories. Overall, the two categories rated Kansas Public Schools approximately the same with one-fifth of them indicating a "C". The percentages of "D" and "F" ratings were almost negligible with responses under five percent.

Using education as a classification on rating schools, the greatest difference existed in the "B" rating. Almost one-half of the persons with college degrees rated the schools with "B", whereas only one-fourth of the non-high school graduates felt the schools rated "B". Interestingly, fewer college degree people rated the schools an "A", while more of both non-high school graduates and high school graduates rated the schools higher. It appears that with more education the less likely people are inclined to rate the schools an "A".

Age categories revealed some variation in the "A" rating but overall percentages ranged within ten percent. Again the majority of respondents by age rated Kansas Public Schools with "B". The 65-over age group, however, indicated the lowest percentage for "B". All age groups were quite similar in their "C" response with the largest percentage of the "C" rating indicated by the younger adults.

The unemployed respondents revealed noticeable differences in their ratings of public schools when compared to the other occupational categories. Less than fifteen percent of the retired and unemployed individuals rated the schools "A". Again the unemployed was the lowest in the "B" and "C" ratings and were the largest group of respondents in all categories to rate Kansas Public Schools with "D". Although the unemployed made up less than three percent of the sample, it would appear that their attitudes toward public education were the most negative.

Racial background appeared to make little, if any, real difference in their school ratings. With slightly over ninety-eight percent of the sample representing black and white racial backgrounds, small variances existed. Blacks were higher in the "A" rating than whites, while whites were higher in rating the public schools "B". In addition, fewer blacks rated the schools "C" than the white category. None of the blacks sampled rated "D" or "F".

People responding to the income category showed about one-fifth of the responses rating the schools "A". Little variation in percentages was found in the "B" rating for people earning $10,000 and above. The largest "C" rating group was from the $20,000 to $25,000 classification, as compared to the $25,000 to $30,000 classification having the least percentage of responses to "C" but the larger percentage rating "D".

Nearly sixty percent of the suburban communities rated the public schools "A" or "B", were lowest in rating "C" but highest with a "D" rating. Both city or town and rural communities showed similar percentage of responses in their ratings. Over fifty percent of the ratings from these two groups were "B" and "C".

## TABLE XIII

## EDUCATION - BETTER OR WORSE

QUESTION: As you look back on your own elementary and high school education, is it your impression that children today get a better -- or worse -- education than you did?

1 Better 2 Worse 3 Don't Know/No Answer

| | Better | Worse | Don't Know/ No Answer | % of Total Sample |
|---|---|---|---|---|
| STATE TOTALS | 52.3 | 34.8 | 12.9 | 100.00 |
| SEX: | | | | |
| Male | 55.4 | 33.5 | 11.1 | 48.2 |
| Female | 49.3 | 36.0 | 14.7 | 51.8 |
| CHILDREN: | | | | |
| Children in School | 63.2 | 23.0 | 13.8 | 33.6 |
| No Children in School | 46.5 | 41.2 | 12.4 | 63.8 |
| Not Designated | 52.2 | 30.4 | 17.3 | 2.6 |
| EDUCATION: | | | | |
| Non High School Grad. | 49.7 | 39.2 | 11.0 | 20.6 |
| High School Grad. | 53.7 | 33.0 | 13.4 | 40.0 |
| College (Non Degree) | 52.5 | 32.3 | 15.2 | 24.7 |
| College (Degree) | 51.5 | 37.7 | 10.8 | 14.8 |
| AGE: | | | | |
| 18-24 | 50.0 | 29.1 | 20.9 | 9.8 |
| 25-29 | 46.1 | 43.1 | 10.8 | 11.6 |
| 30-49 | 57.7 | 29.2 | 13.2 | 31.9 |
| 50-65 | 53.5 | 37.3 | 9.2 | 25.9 |
| 65-over | 47.4 | 37.7 | 14.8 | 19.9 |
| No Answer | 37.5 | 50.0 | 12.5 | .9 |
| RACE: | | | | |
| White | 52.1 | 35.1 | 12.8 | 95.1 |
| Black | 55.2 | 31.0 | 13.7 | 3.3 |
| Oriental | 50.0 | 0.0 | 50.0 | .2 |
| Native American | 50.0 | 33.3 | 16.7 | .7 |
| Spanish American | 50.0 | 50.0 | 0.0 | .2 |
| Other | 100.0 | 0.0 | 0.0 | .2 |
| No Answer | 50.0 | 0.0 | 50.0 | .2 |

TABLE XIII - CONTINUED

| | | | | |
|---|---|---|---|---|
| INCOME: | | | | |
| Less Than $10,000 | 51.1 | 35.3 | 13.7 | 21.6 |
| $10,000 to $15,000 | 51.3 | 40.0 | 8.6 | 17.3 |
| $15,000 to $20,000 | 48.2 | 39.0 | 12.8 | 18.6 |
| $20,000 to $25,000 | 55.5 | 30.3 | 14.3 | 13.5 |
| $25,000 to $30,000 | 50.6 | 31.2 | 18.0 | 8.8 |
| Over $30,000 | 60.3 | 30.2 | 9.5 | 14.3 |
| No Answer | 0.0 | 50.0 | 50.0 | 5.9 |
| TYPE OF COMMUNITY: | | | | |
| City or Town | 50.5 | 37.0 | 12.6 | 69.1 |
| Suburban | 55.8 | 32.7 | 11.6 | 11.8 |
| Rural | 55.8 | 38.6 | 15.6 | 17.5 |
| Not Designated | 64.3 | 21.3 | 14.3 | 1.6 |

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Summary:

A majority of the respondents indicated that they believe that children today receive a better education than they received. Respondents with children in school tend to support the "better" proposition more than respondents without children in school. Respondents without children in school were almost evenly divided on the question.

Separating those surveyed into sub-groups by education, sex, age, race, income, and type of community showed little difference if any in their feelings on the quality of education today as compared to their own educational experience.

TABLE XIV

PHYSICALLY HANDICAPPED - SEPARATE OR REGULAR

QUESTION: Should physically handicapped children be placed in regular classrooms with all students or should they be placed in special classes?

1 Regular 2 Special 3 Don't Know/No Answer 4 Both

| | Regular | Special | Don't Know/ No Answer | Both | % of Total Sample |
|---|---|---|---|---|---|
| STATE TOTALS | 51.4 | 32.0 | 15.4 | 1.3 | 100.00 |
| SEX: | | | | | |
| Male | 54.2 | 31.6 | 12.7 | 1.4 | 48.2 |
| Female | 48.7 | 32.5 | 17.8 | 1.1 | 51.8 |
| CHILDREN IN SCHOOL: | | | | | |
| Children in School | 57.1 | 28.4 | 13.2 | 1.4 | 33.6 |
| No Children in School | 48.3 | 34.0 | 16.4 | 1.2 | 63.8 |
| Not Designated | 52.2 | 30.4 | 17.4 | .0 | 2.6 |
| EDUCATION: | | | | | |
| Non High School Grad. | 30.4 | 52.5 | 15.5 | 1.7 | 20.6 |
| High School Grad. | 50.3 | 33.2 | 15.6 | .9 | 40.0 |
| College (Non Degree) | 61.3 | 22.6 | 14.2 | 1.8 | 24.7 |
| College (Degree) | 66.9 | 16.2 | 16.1 | .8 | 14.8 |
| AGE: | | | | | |
| 18-24 | 65.1 | 27.0 | 7.0 | .0 | 9.8 |
| 25-29 | 70.6 | 17.6 | 9.8 | 2.0 | 11.6 |
| 30-49 | 58.0 | 26.3 | 14.3 | 1.4 | 31.9 |
| 50-65 | 45.2 | 36.0 | 18.0 | .9 | 25.9 |
| 65-over | 30.9 | 46.3 | 21.1 | 1.7 | 19.9 |
| Not Designated | 50.0 | 37.5 | 12.5 | .0 | .9 |

Summary:

Of those interviewed, the majority indicated that physically handicapped children should be placed in regular classrooms as opposed to special classes. Parents with children in school tend to favor the placement of children in the regular classroom more than respondents without children in school.

Those with higher levels of educational attainment strongly supported the placement of the physically handicapped in regular classrooms while the majority of the non-high school graduates favored placement in special classes.

Considerable differences may also be found within various age groups. Respondents in the age groups between 18-49 supported the placement of children with physical handicaps in the regular classroom while individuals in the age groups of 50-65 and over did not indicate a similar plurality of support. In addition, older respondents seem to be more undecided on the issue.

TABLE XV

MENTALLY HANDICAPPED - SEPARATE OR REGULAR

QUESTION: Should mentally handicapped students be placed in regular classrooms with all students or should they be placed in special classes?

1 Regular 2 Special 3 Don't Know/No Answer 4 Both

| | Regular | Special | Don't Know/ No Answer | Both | % of Total Sample |
|---|---|---|---|---|---|
| STATE TOTALS | 9.0 | 78.5 | 11.3 | 1.3 | 100.00 |
| SEX: | | | | | |
| Male | 8.7 | 78.8 | 11.1 | 1.4 | 48.2 |
| Female | 9.2 | 78.3 | 11.4 | 1.1 | 51.8 |
| CHILDREN IN SCHOOL: | | | | | |
| Children in School | 11.8 | 76.0 | 10.4 | 1.7 | 33.6 |
| No Children in School | 7.3 | 79.9 | 11.7 | 1.1 | 63.8 |
| Not Designated | 13.0 | 78.3 | 8.6 | 0.0 | 2.6 |
| EDUCATION: | | | | | |
| Non High School Grad. | 6.6 | 82.9 | 9.4 | 1.1 | 20.6 |
| High School Grad. | 6.8 | 80.7 | 12.2 | .3 | 40.0 |
| College (Non Degree) | 13.8 | 71.4 | 12.0 | 2.8 | 24.7 |
| College (Degree) | 10.0 | 78.5 | 10.0 | 1.5 | 14.8 |
| AGE: | | | | | |
| 18-24 | 11.6 | 73.3 | 15.2 | 0.0 | 9.8 |
| 25-29 | 9.8 | 78.4 | 8.8 | 2.9 | 11.6 |
| 30-49 | 12.5 | 74.0 | 11.8 | 1.8 | 31.9 |
| 50-65 | 7.0 | 83.3 | 9.3 | 0.4 | 25.9 |
| 65-over | 4.6 | 82.2 | 12.0 | 1.1 | 19.9 |
| Not Designated | 0.0 | 75.0 | 25.0 | 0.0 | 0.9 |

Summary:

Though respondents generally supported the placement of physically handicapped children in the regular classroom, the overwhelming majority of those interviewed would place mentally handicapped students in special classrooms. Of the respondents that tend to support placement in regular classrooms, those with a higher level of educational attainment tend to support the proposition more than individuals with less education. Yet, both groups by a substantial majority prefer placement in the special classroom.

In view of recent developments in special education toward "mainstreaming" of mentally handicapped children in the regular classroom on a full or part-time basis, educators may encounter more resistance to this practice than originally anticipated.

TABLE XVI

EMOTIONALLY DISTURBED - SEPARATE OR REGULAR

QUESTION: Should emotionally disturbed children be placed in regular classrooms with all students or should they be placed in special classes?

1 Regular 2 Special 3 Don't Know/No Answer 4 Both

| | Regular | Special | Don't Know/ No Answer | Both | % of Total Sample |
|---|---|---|---|---|---|
| STATE TOTALS | 15.6 | 68.9 | 14.1 | 1.5 | 100.00 |
| SEX: | | | | | |
| Male | 14.9 | 71.2 | 12.3 | 1.4 | 48.2 |
| Female | 16.2 | 66.7 | 15.5 | 1.5 | 51.8 |
| CHILDREN: | | | | | |
| Children in School | 16.2 | 69.9 | 12.1 | 1.7 | 33.6 |
| No Children in School | 15.3 | 68.6 | 14.8 | 1.2 | 63.8 |
| Not Designated | 13.0 | 60.9 | 21.7 | 4.3 | 2.6 |
| EDUCATION: | | | | | |
| Non High School Grad. | 10.5 | 71.8 | 17.2 | .6 | 20.6 |
| High School Grad. | 15.1 | 70.5 | 13.3 | 1.1 | 40.0 |
| College (Non Degree) | 19.4 | 65.4 | 12.5 | 2.8 | 24.7 |
| College (Degree) | 17.7 | 66.2 | 14.6 | 1.5 | 14.8 |
| AGE: | | | | | |
| 18-24 | 26.7 | 61.6 | 10.5 | 1.2 | 9.8 |
| 25-29 | 16.7 | 67.6 | 10.7 | 4.9 | 11.6 |
| 30-49 | 16.7 | 69.4 | 12.8 | 1.1 | 31.9 |
| 50-65 | 16.7 | 70.2 | 12.3 | 0.9 | 25.9 |
| 65-over | 5.7 | 71.4 | 21.7 | 1.1 | 19.9 |
| Not Designated | 25.0 | 50.0 | 25.0 | 0.0 | 0.9 |

Summary:

As with the placement of mentally handicapped children, widespread agreement is found for the placement of emotionally disturbed children in special classes. Male and female respondents held similar views on the issue as did respondents with children in school and those without children in school.

Considerable difference may be found between two age groups: 18-24 and 65 and over. Slightly more than 25% of the respondents in the age group of 18-24 favored placement of emotionally disturbed children in regular classes, while only an estimated 5.7% of the 65-and-over group supported this proposition. Both groups, however, overwhelmingly supported placement of emotionally disturbed children in separate classrooms.

TABLE XVII

PRE-SCHOOL EDUCATION

QUESTION: Should the public schools in your community be responsible for providing and financing each of the following?

(a) Supervision or child care for children of working parents (both school age and pre-school) before and after the school day?

1 Yes 2 No 3 Don't Know/No Answer

(b) Pre-school education for all children?

1 Yes 2 No 3 Don't Know/No Answer

| | Yes | No | Don't Know/ No Answer | % of Total Sample |
|---|---|---|---|---|
| PART A | | | | |
| STATE TOTALS | 12.6 | 81.6 | 5.8 | 100.00 |
| SEX: | | | | |
| Male | 12.3 | 82.8 | 4.9 | 48.2 |
| Female | 12.9 | 80.5 | 6.6 | 51.8 |
| CHILDREN: | | | | |
| Children in School | 8.8 | 88.5 | 2.7 | 33.6 |
| No Children in School | 14.4 | 78.4 | 7.2 | 63.8 |
| Not Designated | 17.4 | 69.6 | 13.0 | 2.6 |
| RACE: | | | | |
| White | 11.4 | 82.9 | 5.7 | 95.1 |
| Black | 44.8 | 48.3 | 6.9 | 3.3 |
| Oriental | 50.0 | 50.0 | 0.0 | 0.2 |
| Native American | 16.7 | 83.3 | 0.0 | 0.7 |
| Spanish American | 0.0 | 100.0 | 0.0 | 0.2 |
| Other | 50.0 | 50.0 | 0.0 | 0.2 |
| Not Designated | 0.0 | 50.0 | 50.0 | 0.2 |
| INCOME: | | | | |
| Less Than $10,000 | 21.1 | 66.3 | 12.7 | 21.6 |
| $10,000 to $15,000 | 13.8 | 80.9 | 5.3 | 17.3 |
| $15,000 to $20,000 | 11.0 | 85.4 | 3.7 | 18.6 |
| $20,000 to $25,000 | 5.0 | 93.3 | 1.6 | 13.5 |
| $25,000 to $30,000 | 9.1 | 89.6 | 1.3 | 8.8 |
| Over $30,000 | 7.1 | 89.7 | 3.2 | 14.3 |
| No Answer | 18.8 | 70.8 | 10.4 | 5.9 |

TABLE XVII - CONTINUED

| | | | | |
|---|---|---|---|---|
| TYPE OF COMMUNITY: | | | | |
| City or Town | 14.8 | 78.8 | 6.4 | 69.1 |
| Suburban | 10.6 | 85.6 | 3.8 | 11.8 |
| Rural | 6.5 | 90.3 | 3.2 | 17.5 |
| Not Designated | .0 | 78.6 | 21.4 | 1.6 |
| PART B | | | | |
| STATE TOTALS | 36.0 | 58.4 | 5.6 | 100.00 |
| SEX: | | | | |
| Male | 35.8 | 60.8 | 3.3 | 48.2 |
| Female | 36.2 | 56.1 | 7.7 | 51.8 |
| CHILDREN: | | | | |
| Children in School | 33.4 | 63.2 | 3.3 | 33.6 |
| No Children in School | 37.6 | 56.1 | 6.2 | 63.8 |
| Not Designated | 30.4 | 52.2 | 17.4 | 2.6 |
| RACE: | | | | |
| White | 34.3 | 60.2 | 5.5 | 95.1 |
| Black | 75.9 | 20.7 | 3.4 | 3.3 |
| Oriental | 50.0 | 50.0 | .0 | 0.2 |
| Native American | 66.7 | 16.7 | 16.7 | 0.7 |
| Spanish American | .0 | 100.0 | .0 | 0.2 |
| Other | 100.0 | .0 | .0 | 0.2 |
| Not Designated | 50.0 | .0 | 50.0 | 0.2 |
| INCOME: | | | | |
| Less Than $10,000 | 43.2 | 47.4 | 9.5 | 21.6 |
| $10,000 to $15,000 | 40.1 | 56.6 | 3.3 | 17.3 |
| $15,000 to $20,000 | 39.6 | 56.1 | 4.3 | 18.6 |
| $20,000 to $25,000 | 31.1 | 63.9 | 5.0 | 13.5 |
| $25,000 to $30,000 | 27.3 | 70.1 | 2.6 | 8.8 |
| Over $30,000 | 28.6 | 67.5 | 4.0 | 14.3 |
| Not Designated | 31.3 | 58.3 | 10.4 | 6.0 |
| TYPE OF COMMUNITY: | | | | |
| City or Town | 37.2 | 57.4 | 5.4 | 69.1 |
| Suburban | 30.8 | 64.4 | 4.8 | 11.8 |
| Rural | 32.5 | 61.7 | 5.8 | 17.5 |
| Not Designated | 64.3 | 21.4 | 14.7 | 1.6 |

Summary:

The basic assumption concerning pre-school education both for working parents and for all children is that it should not be the responsibility of the public school. The responses are somewhat closer for Part B - Pre-school education, but the basic assumption would still hold true with the exceptions in the race break-down of Blacks and Orientals.

Income categories revealed some variation in responses to questions on pre-school education. Respondents in the lower income categories tend to support the propositions on pre-school education to a stronger degree than higher income respondents. Plurality of support did not emerge for either of the pre-school propositions in any of the income categories.

## TABLE XVIII

## CONTRACT DISPUTES - FINAL DECISION

**QUESTION:** Present state law provides for elected board of education members to make the final decision on contract disputes between school boards and teachers. Should the law be changed to give an outside neutral party the authority to make the final decision in contract disputes?

1 Yes 2 No 3 Don't Know/No Answer

| | Yes | No | Don't Know/ No Answer | % of Total Sample |
|---|---|---|---|---|
| STATE TOTALS | 41.1 | 43.3 | 15.6 | 100.00 |
| SEX: | | | | |
| Male | 40.6 | 50.5 | 9.0 | 48.2 |
| Female | 41.7 | 36.6 | 21.7 | 51.8 |
| CHILDREN: | | | | |
| Children in School | 42.2 | 47.0 | 10.8 | 33.6 |
| No Children in School | 40.8 | 41.7 | 17.5 | 63.8 |
| Not Designated | 34.8 | 34.8 | 30.4 | 2.6 |
| AGE: | | | | |
| 18-24 | 40.7 | 50.0 | 9.3 | 9.8 |
| 25-29 | 54.9 | 34.3 | 10.8 | 11.6 |
| 30-49 | 42.3 | 47.0 | 10.7 | 31.9 |
| 50-65 | 43.4 | 42.5 | 14.0 | 25.9 |
| 65-over | 28.6 | 42.3 | 29.2 | 19.9 |
| Not Designated | 37.5 | 0.0 | 62.5 | 0.9 |
| OCCUPATION: | | | | |
| Business and Professional | 46.4 | 44.6 | 9.0 | 31.8 |
| Skilled Labor | 42.1 | 48.1 | 9.8 | 15.1 |
| Housewife/Homemaker | 41.3 | 30.2 | 28.5 | 19.5 |
| Clerical and Sales | 28.4 | 55.2 | 16.4 | 7.6 |
| Unskilled Labor | 41.7 | 41.7 | 16.7 | 4.1 |
| Retired | 35.0 | 46.3 | 18.8 | 9.1 |
| Farming | 35.6 | 55.6 | 8.9 | 5.1 |
| Unemployed | 36.4 | 27.3 | 36.4 | 2.5 |
| Student | 48.6 | 45.7 | 5.7 | 4.0 |
| Not Designated | 20.0 | 40.0 | 40.0 | 1.1 |
| TYPE OF COMMUNITY: | | | | |
| City or Town | 42.4 | 41.0 | 16.6 | 69.0 |
| Suburban | 41.3 | 49.0 | 9.6 | 11.8 |
| Rural | 37.0 | 48.1 | 14.9 | 17.5 |
| Not Designated | 28.6 | 50.0 | 21.4 | 1.6 |

Summary:

Kansans are almost evenly divided on the issue of whether an outside neutral party should be given the authority to make the final decision on contract disputes. Respondents with children in school and those without children in school expressed similar viewpoints.

Substantial difference may be found between two age groups: 25-29 and 65 and older. Slightly more than 50% of the respondents in the age group of 25-29 favored an outside third party in contract disputes while only 28% in the age group of 65 and over supported the concept of an outside party.

Major differences appear among the occupational groups. Respondents classified as students and those in the category of business and professional tend to be divided on the issue; however, the occupational groups designated clerical-sales, farming, and retired tend not to support third party intervention in contract disputes. In addition, the occupational groups of business, labor and retired tend to be more decisive on the issue as only nine percent of the respondents did not respond while 16-36% of the other occupation groups did not respond or expressed "don't know".

TABLE XIX

TEACHER STRIKES

QUESTION: Should teachers be allowed to strike if an agreement cannot be reached with boards of education?

1 Yes 2 No 3 Don't Know/No Answer

| | Yes | No | Don't Know/ No Answer | % of Total Sample |
|---|---|---|---|---|
| STATE TOTALS | 39.1 | 51.8 | 9.1 | 100.00 |
| SEX: | | | | |
| Male | 45.0 | 47.2 | 7.8 | 48.2 |
| Female | 33.6 | 56.1 | 10.3 | 51.8 |
| CHILDREN: | | | | |
| Children in School | 45.9 | 47.0 | 7.1 | 33.6 |
| No Children in School | 35.8 | 54.0 | 10.2 | 63.8 |
| Not Designated | 30.4 | 60.9 | 8.7 | 2.6 |
| AGE: | | | | |
| 18-24 | 61.6 | 33.7 | 4.7 | 9.8 |
| 25-29 | 41.2 | 50.0 | 8.9 | 11.6 |
| 30-49 | 47.7 | 45.2 | 7.1 | 31.9 |
| 50-65 | 36.4 | 55.3 | 8.3 | 25.9 |
| 65-over | 17.1 | 68.6 | 14.3 | 19.9 |
| Not Designated | 25.0 | 37.5 | 37.5 | .9 |
| OCCUPATION: | | | | |
| Business and Professional | 40.7 | 53.6 | 5.8 | 31.8 |
| Skilled Labor | 59.4 | 31.6 | 9.0 | 15.1 |
| Housewife/Homemaker | 30.8 | 59.3 | 9.9 | 19.5 |
| Clerical and Sales | 35.8 | 55.2 | 9.0 | 7.6 |
| Unskilled Labor | 36.1 | 58.3 | 5.6 | 4.1 |
| Retired | 26.3 | 53.8 | 20.0 | 9.1 |
| Farming | 24.4 | 68.9 | 6.7 | 5.1 |
| Unemployed | 36.4 | 45.5 | 18.2 | 2.5 |
| Student | 57.1 | 40.0 | 2.9 | 4.0 |
| Not Designated | 10.0 | 60.0 | 30.0 | 1.1 |

TABLE XIX - CONTINUED

| | | | | |
|---|---|---|---|---|
| INCOME: | | | | |
| Less Than $10,000 | 29.5 | 58.4 | 12.2 | 21.6 |
| $10,000 to $15,000 | 36.2 | 51.3 | 12.5 | 17.3 |
| $15,000 to $20,000 | 37.8 | 51.2 | 11.0 | 18.6 |
| $20,000 to $25,000 | 47.9 | 47.9 | 4.2 | 13.5 |
| $25,000 to $30,000 | 50.6 | 45.5 | 3.9 | 8.8 |
| Over $30,000 | 38.9 | 53.3 | 4.8 | 14.3 |
| Not Designated | 52.1 | 37.5 | 10.4 | 5.9 |
| TYPE OF COMMUNITY: | | | | |
| City or Town | 40.1 | 50.7 | 9.2 | 69.1 |
| Suburban | 38.5 | 55.8 | 5.8 | 11.8 |
| Rural | 35.7 | 54.5 | 9.7 | 17.5 |
| Not Designated | 35.7 | 42.9 | 21.4 | 1.6 |

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Summary:

Of those interviewed, the majority indicated that teachers should not be allowed to strike as the no response has a decisive edge. There are points of interest in the various categories. More males than females favored the strike. The same appears to be true with parents with children in school compared to parents with no children in school.

Considerable differences may also be found within various age groups. Respondents in the age groups between 18-24 support teacher strikes while respondents in the age group of 65 and over strongly reject teacher strikes. In addition, older respondents seem to be more undecided on the issue.

The various occupational categories revealed noticeable differences in their responses. Skilled labor and students indicated strong support for teacher strikes while other occupational groups rejected the proposition that teachers should be permitted to strike.

Substantial differences existed among income groups with the income group of $25,000 to $30,000 more likely to support teacher strikes than those in lower income categories. Respondents in different types of communities were consistent with the overall state response.

TABLE XX

PRIORITIES - NEW FUNDS

QUESTION: I am going to name four major categories in which tax monies are spent. They are: education, health and environment, roads and highways and social welfare. Please indicate which category should receive 1st priority with regard to new funds? Which should be second? Third?

| | 1st | 2nd | 3rd | 4th | Don't Know/No Answer |
|---|---|---|---|---|---|
| Education | ☐ | ☐ | ☐ | ☐ | ☐ |
| Health & Environment | ☐ | ☐ | ☐ | ☐ | ☐ |
| Roads and Highways | ☐ | ☐ | ☐ | ☐ | ☐ |
| Social Welfare | ☐ | ☐ | ☐ | ☐ | ☐ |

| | #1 | #2 | #3 | #4 | Don't Know/No Answer |
|---|---|---|---|---|---|
| EDUCATION | 75.8 | 16.1 | 3.3 | .9 | 3.9 |
| HEALTH & ENVIRONMENT | 13.0 | 50.0 | 24.9 | 6.8 | 5.3 |
| ROADS AND HIGHWAYS | 2.7 | 15.7 | 38.2 | 35.9 | 7.5 |
| SOCIAL WELFARE | 5.5 | 13.0 | 27.6 | 47.0 | 6.9 |

Summary:

In responding to the priorities on tax monies, education received the largest percentage (over seventy-five percent) as the first choice "Health and environment" was indicated as the second category, followed by "roads and highways", then "social welfare", respectively. Since the ranking of these priorities followed the order in which responses were made, it might be relevant to rotate the order in future studies. Order in this question could be a factor influencing the responses to the item.

## TABLE XXI

## SALES TAX PROPOSAL

QUESTION: Recently, legislation was proposed which would substantially shift the way that public education (K-12) is funded. I would like to tell you about this proposal and find out how you feel about it.

First, the proposal would add 2% to the existing sales tax in Kansas for a total of 5%. Furthermore, all food purchases would be exempt from the sales tax. In other words, Kansans would as a result of the proposal pay a 5% sales tax on all purchases except food.

Second, the additional funds raised from the sales tax increase would be used to reduce school taxes at the local level (on the average of 64.8% statewide).

So, what has been proposed is a major shift in the way we support public education in Kansas, that being an increase in sales tax with all food items exempted and a substantial decrease in local school taxes.

How do you feel about this proposal? Are you strongly in favor, somewhat in favor, somewhat opposed, strongly opposed.

1 Strongly in Favor  2 Somewhat in Favor  3 Somewhat Opposed  4 Strongly Opposed  5 Don't Know/ No answer

| | Strongly in Favor | Somewhat in Favor | Somewhat Opposed | Strongly Opposed | Don't Know/ No Answer | % of Total Sample |
|---|---|---|---|---|---|---|
| STATE TOTALS | 21.6 | 41.8 | 17.4 | 10.5 | 8.7 | 100.00 |
| SEX: | | | | | | |
| Male | 22.6 | 41.3 | 18.9 | 11.1 | 6.1 | 48.2 |
| Female | 20.6 | 42.3 | 16.0 | 9.9 | 11.1 | 51.8 |
| CHILDREN: | | | | | | |
| Children in School | 22.0 | 42.9 | 19.9 | 9.8 | 5.4 | 33.6 |
| No Children in School | 21.7 | 41.9 | 15.5 | 10.3 | 10.6 | 63.8 |
| Not Designated | 13.0 | 26.1 | 30.4 | 21.7 | 8.7 | 2.6 |
| AGE: | | | | | | |
| 18-24 | 24.4 | 48.8 | 17.4 | 5.8 | 3.5 | 9.8 |
| 25-29 | 19.6 | 52.9 | 14.7 | 7.8 | 4.9 | 11.6 |
| 30-49 | 23.5 | 44.5 | 17.1 | 10.0 | 5.0 | 31.9 |
| 50-65 | 25.0 | 40.8 | 15.4 | 10.5 | 8.3 | 25.9 |
| 65-over | 12.6 | 29.7 | 22.9 | 14.9 | 20.0 | 19.9 |
| Not Designated | 50.0 | 25.0 | 0.0 | 12.5 | 12.5 | 0.9 |

TABLE XXI - CONTINUED



| | | | | | | |
|---|---|---|---|---|---|---|
| INCOME: | | | | | | |
| Less Than $10,000 | 17.9 | 35.8 | 17.4 | 15.3 | 13.7 | 21.6 |
| $10,000 to $15,000 | 21.1 | 40.8 | 17.8 | 7.9 | 12.5 | 17.3 |
| $15,000 to $20,000 | 21.3 | 43.3 | 19.5 | 9.1 | 6.7 | 18.6 |
| $20,000 to $25,000 | 24.4 | 45.4 | 15.1 | 10.9 | 4.2 | 13.5 |
| $25,000 to $30,000 | 28.6 | 40.3 | 16.9 | 9.1 | 5.2 | 8.8 |
| Over $30,000 | 23.8 | 45.2 | 18.3 | 9.5 | 3.2 | 14.3 |
| Not Designated | 14.6 | 47.9 | 12.5 | 8.3 | 16.7 | 5.9 |
| POLITICAL: | | | | | | |
| Republican | 18.0 | 43.2 | 20.1 | 10.9 | 7.7 | 38.4 |
| Democrat | 23.3 | 41.0 | 17.0 | 12.5 | 6.3 | 32.7 |
| Independent | 25.3 | 39.8 | 14.5 | 7.0 | 13.5 | 21.1 |
| Other | 18.2 | 54.5 | 9.1 | 9.1 | 9.1 | 3.8 |
| No Answer | 24.2 | 33.3 | 18.2 | 9.1 | 15.2 | 3.8 |

Summary:

The proposition which would substantially shift the way of funding public education in Kansas found considerable support among the respondents in the poll. Approximately 2 of every 3 respondents expressed some support for the proposition while only 1 out of 4 indicated some opposition to the proposition.

Little difference, if any, appears to exist between males and females. In addition, respondents with children in school and those without children in school held similar viewpoints concerning the sales tax proposal.

Substantial difference may be found between the age group of 65 and over and all other age groups designated. Those surveyed in the age group of 65 and over were almost evenly divided on the issue while all of the other age groups indicated strong support for the proposition.

Respondents in the various income groups appear to support the proposition with some indication that the lower income group did not support the sales tax proposition with the same plurality as the other groups.

Kansas Republicans, Democrats, Independents and etc., held similar views on the issue; that is, one of general support for the issue.

TABLE XXII

MAJOR PURPOSE OF EDUCATION

QUESTION: What do you think the major purpose of education should be? (Open - anticipated responses listed)

| | | | |
|---|---|---|---|
| 1 | To acquire basic skills and knowledge | 4 | To prepare for a job or career |
| 2 | To obtain a diploma or degree | 5 | To meet people/ improve social skills |
| 3 | To provide for greater independence | 6 | Other _____ |

| | Basic Skills | Obtain Degree | Greater Independence | Prepare For Career | Social Skills | Other | % of Total Sample |
|---|---|---|---|---|---|---|---|
| STATE TOTAL | 41.0 | 1.0 | 10.8 | 42.7 | 10.8 | 15.8 | 100.00 |
| SEX: | | | | | | | |
| Male | 43.6 | 1.2 | 9.7 | 42.2 | 11.1 | 14.9 | 48.2 |
| Female | 38.6 | 0.9 | 11.8 | 43.2 | 10.5 | 16.7 | 51.8 |
| AGE: | | | | | | | |
| 18-24 | 43.0 | 1.2 | 4.7 | 44.2 | 14.0 | 15.1 | 9.8 |
| 25-29 | 47.1 | 2.0 | 13.7 | 38.2 | 6.9 | 18.6 | 11.6 |
| 30-49 | 41.6 | 0.7 | 12.5 | 39.5 | 11.0 | 15.7 | 31.9 |
| 50-65 | 37.3 | 0.9 | 10.5 | 44.7 | 11.0 | 18.4 | 25.9 |
| 65-over | 40.0 | 1.1 | 9.1 | 45.7 | 11.4 | 12.0 | 19.9 |
| Not designated | 50.0 | 0.0 | 25.0 | 75.0 | 0.0 | 0.0 | 0.9 |
| OCCUPATION: | | | | | | | |
| Business and Professional | 40.7 | 0.0 | 11.8 | 40.4 | 12.1 | 18.2 | 31.8 |
| Skilled Labor | 45.1 | 2.3 | 11.3 | 41.4 | 7.5 | 14.3 | 15.1 |
| Housewife/Homemaker | 44.8 | 1.2 | 9.9 | 42.4 | 9.9 | 18.0 | 19.5 |
| Clerical and Sales | 32.8 | 1.5 | 19.4 | 47.8 | 16.4 | 10.4 | 7.6 |
| Unskilled Labor | 41.7 | 0.0 | 5.6 | 44.4 | 8.3 | 8.3 | 4.1 |
| Retired | 37.5 | 1.3 | 8.8 | 42.5 | 12.5 | 17.5 | 9.1 |
| Farming | 48.9 | 2.2 | 4.4 | 48.9 | 6.7 | 11.1 | 5.1 |
| Unemployed | 27.3 | 0.0 | 9.1 | 50.0 | 4.5 | 4.5 | 2.5 |
| Student | 37.1 | 2.9 | 5.7 | 40.0 | 17.1 | 22.9 | 4.0 |
| No Answer | 20.0 | 0.0 | 20.0 | 60.0 | 0.0 | 0.0 | 1.1 |

Summary:

Respondents indicated an even balance between basic skills and preparing for a career as the major purposes of education. Greater independence and social skills were slightly over ten percent, respectively.

Males tended to favor basic skills as compared to females and were very similar in response to preparing for a career. Females tended to rate greater independence and other purposes of education higher than did the males.

The 25-29-year-old age group rated basic skills as the greatest major purpose of education, but indicated the degree and social skills were least important. The 18-24-year-old age group responded that greater independence was of less importance when compared to the other age groups. They also indicated the highest response to social skills being an important purpose.

Respondents in the unemployed category indicated more favorable support for preparation for a career as the major purpose of education than other occupational categories. In addition, those in the unemployed category when compared to other occupational categories tended to place less emphasis on the basic skills area.

## Section 4

## SUMMARY

It is a well established fact that education in the American scheme of government is essentially a matter of state policy. Though public schools are largely administered at the local level, emergent forces in our society have provided an impetus for boards of education and other governmental entities with public school governance responsibilities to seek a better understanding of the publics they serve. Indeed the convergence of this research pertains to this aspect of seeking a more comprehensive understanding of views held by the public.

Whether all or any of the objectives identified in this study will be accomplished remains uncertain; yet, it is evident that the public attitudes identified in this study could have implication for public education. Therefore, in this preliminary report we have attempted to gather and bring together in an organized form, attitudes of Kansans for consideration of those involved in governance of our public schools. Certainly, it is not advocated that those involved in the governance of our public schools depart from existing practices because of trends noted, but only that they be alert to these views as they continue to address the myriad of issues focusing on the public schools.

### Summary and Limitations

Although it is customary for a research study to summarize all of the basic findings, this summary will focus only on a few general impressions due to the summary format employed for each of the questions in Section III.

In addition, the limitations of this study have been summarized for review and consideration.

Limitations of the Study. Firstly, it should be noted that in any study which utilizes a research design employing a sample population rather than the total population, there will be inherent sampling errors. Though every effort was made to recognize and minimize sampling errors in the sample selection, it is nearly impossible to correct for all possible error.

Secondly, due to the lack of funds for the purpose of employing interviewers over an extensive period of time for the purpose of making a substantial number of call-backs, the research design was modified to interview by random selection only those individuals at home. As such, as may be noted in the composition of the sample, the sample population of this study deviates from the estimated Kansas population. More specifically, the poll sample deviates from the estimated population in Kansas in these two age groups: 18-24 and 50 and over. Thus, the reader should be aware of a research design modification that had implication on the sample drawn.

Thirdly, the summary provided for each of the questions in Section III indicates trends, differences, etc., and should not be interpreted as if a statistical measure had been employed to determine significance and/or reject significance. Though statistical measures were utilized, these measures are still under review and will not be finalized for several weeks.

Finally, it should be noted that this study specifically excludes three distinct groups of respondents 18 years of age and older. They are: (1) individuals 18 and over without telephones, (2) individuals 18 and

over with unlisted telephone numbers and (3) individuals who due to their employment and/or other commitments could not be reached during the calling hours utilized in this poll. Whether individuals in these groups hold viewpoints substantially different from other Kansans is one of conjecture; yet, this limitation is worthy of note and not addressed in this study.

Summary - General Impressions. As already noted, specific findings would not be summarized due to the format employed in Section III; yet, two general impressions should be reported.

First, though purely an observation, the supervisors and interviewers involved in the interview process, could not help noting an overall acceptance by the respondents of their public schools. Consistently, respondents indicated via complimentary remarks a satisfaction with the public schools. In addition, respondents found it difficult to express major weaknesses in the public schools. This is reflected in the substantial number of "no responses - other category" when respondents were asked what they liked least about their child's school. Often, the respondents would indicate that they did not have any concerns.

Secondly, but extremely important, for it speaks about the people of Kansas, interviewers were pleased with the cooperation they received from Kansas citizens. The respondents were not only interested in issues pertaining to education, but they were most willing to express their viewpoints.

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EMPORIA STATE UNIVERSITY
POLL OF KANSANS' ATTITUDES TOWARD EDUCATION
APPENDIX A

INTERVIEW GUIDE

Hello. Is this the (last name) residence? (If No, The number I was calling is _____ and it was for the (first & last name) residence. (If wrong number, terminate with, E.G.: I am sorry to have bothered you.)

Introduction

This is (interviewer's name) at Emporia State University. I am calling from our Public Opinion Center in Emporia. We are doing a state wide research study in order to find out how people feel about selected issues in education. Your telephone number was drawn in a random sample of the entire state.

Last week a letter was sent to your home explaining the study. Did you receive it?

If yes - proceed

If no - I'm sorry yours didn't reach you. It was a brief letter we sent so people would know that we would be calling them.

It is important that we interview a man in some households and a woman in others so that the results will truly represent all the people of the State of Kansas. To find out who I need to talk to in your household, I need to ask two short questions.



Question #1 The first one is, how many people 18 years and older are at home tonight including yourself?

Circle Answer in this Row

Question #2

How many of them are men?

Circle Answer in this Row

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 0 | Woman | Oldest Woman | Youngest Woman | Youngest Woman |
| 1 | Man | Man | Man | Oldest Woman |
| 2 | | Oldest Man | Youngest Man | Youngest Man |
| 3 | | | Youngest Man | Oldest Man |
| 4 | | | | Oldest Man |

(Interviewer: Circle category at intersection and use in this sentence)

Okay, according to the method used by our university, I need to interview the (Sex) in your household.

(If Person on Line is Right Sex) ↓

Would that be you?

Yes
No →

Start Interview

Now we would like to ask . . .

(If Person on Line is Wrong Sex) ↓

May I speak to that person? ↓

When selected person answers repeat introduction and start interview.

Now we would like to ask . . .

PERSONAL DATA SHEET
(RESPONDENT)

INTERVIEWER'S NAME _____ 59

Now we would like to ask you a few questions about yourself, like your education, occupation, etc.

Sex of Respondent: (Note: do not ask)

1 Male 2 Female

I. Do you have any children in school? (Grades K-12)

1 Yes 2 No

1 Public 2 Private 3 both

II. What is the highest grade of school or year of college you have completed?

Grades of School

00 01 02 03 04 05 06 07 08 09 10 11 12

College

13 14 15 16 17+

Do you have a degree?

1 Yes 2 No

No Answer

III. Which of the following categories would best describe your age?

1 18-24 2 25-29 3 30-49 4 50-65 5 65-over 6 No Answer

IV. Which of the following categories best describes your occupation?

1 Business and Professional
2 Skilled Labor
3 Housewife/ Homemaker
4 Clerical and Sales
5 Unskilled Labor
6 Undesignated
7 Farming
8 Unemployed
9 Student

10 No Answer

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V. Which of the following best describes your racial or ethnic identification:

1 White 2 Black 3 Oriental 4 Native American 5 Spanish American 6 Other

7 No Answer

VI. Which of the following categories best describes your total family income for 1979:

1 Less than 10,000 2 10,000 to 15,000 3 15,000 to 20,000
4 20,000 to 25,000 5 25,000 to 30,000 6 Over 30,000
7 No Answer

VII. Which of the following categories best describes your political affiliation:

1 Republican 2 Democrat 3 Independent 4 Other
5 No Answer

VIII. Do you live in a city or town, a suburban area, or a rural area?

1 City or Town 2 Suburban Area 3 Rural Area

About how large is your city/town

1 Less than 2,500
2 2,500 to 5,000
3 5,000 to 10,000
4 10,000 to 20,000
5 20,000 to 50,000
6 More than 50,000
7 Don't Know/No Answer

About how large is the nearest town

1 Less than 2,500
2 2,500 to 5,000
3 5,000 to 10,000
4 10,000 to 20,000
5 20,000 to 50,000
6 More than 50,000
7 Don't Know/No Answer

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KATE

ESU POLL ON KANSANS' ATTITUDES TOWARD EDUCATION

ESU

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1. What is your best source of information about the local schools? (Open-anticipated responses listed)

1 Local Newspaper
2 Local T.V.
3 Local Radio
4 Other
5 School Publications/ Newsletters
6 Word of Mouth/Personal Involvement, etc.
7 Don't Know/No Answer

2. Public schools can teach many different things. Will you tell me in the case of each of these school subjects whether you regard it as very important, important, or not very important for all students?

| | Very Important | Important | Not Very Important | No Opinion |
|---|---|---|---|---|
| Art | 1 | 2 | 3 | 4 |
| Business | 1 | 2 | 3 | 4 |
| English | 1 | 2 | 3 | 4 |
| Foreign Language | 1 | 2 | 3 | 4 |
| Mathematics | 1 | 2 | 3 | 4 |
| Music | 1 | 2 | 3 | 4 |
| Physical Education | 1 | 2 | 3 | 4 |
| Science | 1 | 2 | 3 | 4 |
| Sex Education | 1 | 2 | 3 | 4 |
| Social Studies | 1 | 2 | 3 | 4 |
| Vocational Education | 1 | 2 | 3 | 4 |



3. Should college graduates in teacher education be required to pass a state board examination to prove their knowledge in subject(s) they will teach before they are hired?

1 Yes 2 No 3 Don't Know/No Answer

4. Should teachers and administrators be required to take advanced work to keep up-to-date with developments in their fields?

1 Yes 2 No 3 Don't Know/No Answer

If yes, how often? - - - - - - - - - - - -

1 Once a Year 2 Once Every Three Years 3 Once Every Five Years

5. What do you consider to be the most serious educational need for Kansas students in our schools today? (Open-anticipated responses listed)

1 More emphasis on basic skills
2 Better qualified/ competent teachers
3 More equipment and materials
4 Improved school atmosphere/discipline
5 Additional curriculum offerings
6 Better qualified/ competent administrators
7 Better school buildings
8 Other _____

6. What do you like most about the school your eldest child attends? (Open - anticipated responses listed) Parents Only

1 Good Teachers
2 High Standards
3 Special Programs
4 Discipline
5 Small Classes
6 Proximity to Home
7 Good Communications Between Home and School
8 Good Principal
9 Other _____

7. What do you like least about the school your eldest child attends? (Open - anticipated responses listed) Parents Only

1 Lack of Discipline
2 Low Standards
3 Use of Marijuana, Alcohol, & Drugs
4 Over-crowding
5 Teachers
6 Condition of School Building
7 Vandalism
8 Too far from home
9 Other _____

8. If given the opportunity, would you send your child to a different school? Parents Only

1 Yes 2 No 3 Don't Know/No Answer

9. If the local public schools were graded on the quality of their work, what grade would you give them?

1 A 2 B 3 C 4 D 5 F



10. As you look back on your own elementary and high school education, is it your impression that children today get a better -- or worse -- education than you did?

1 Better 2 Worse 3 Don't Know/No Answer

11. Should physically handicapped children be placed in regular classrooms with all students or should they be placed in special classes?

1 Regular 2 Special 3 Don't Know/No Answer

12. Should mentally handicapped students be placed in regular classrooms with all students or should they be placed in special classes?

1 Regular 2 Special 3 Don't Know/No Answer

13. Should emotionally disturbed children be placed in regular classrooms with all students or should they be placed in special classes?

1 Regular 2 Special 3 Don't Know/No Answer

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14. Should the public schools in your community be responsible for providing and financing each of the following:

(a) Supervision or child care of working parents (both school age and pre-school) before and after the school day?

1 Yes 2 No 3 Don't Know/No Answer

(b) Pre-school education for all children?

1 Yes 2 No 3 Don't Know/No Answer

15. Present state law provides for elected board of education members to make the final decision on contract disputes between school boards and teachers. Should the law be changed to give an outside neutral party the authority to make the final decision in contract disputes?

1 Yes 2 No 3 Don't Know/No Answer

16. Should teachers be allowed to strike if an agreement cannot be reached with boards of education?

1 Yes 2 No 3 Don't Know/No Answer

17. I am going to name four major categories in which tax monies are spent. They are: education, health and environment, roads and highways and social welfare. Please indicate which category should receive 1st priority with regard to new funds? Which should be second? Third?

| | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| Education | ☐ | ☐ | ☐ | ☐ |
| Health & Environment | ☐ | ☐ | ☐ | ☐ |
| Roads & Highways | ☐ | ☐ | ☐ | ☐ |
| Social Welfare | ☐ | ☐ | ☐ | ☐ |

18. Recently, legislation was proposed which would substantially shift the way that public education (K-12) is funded. I would like to tell you about this proposal and find out how you feel about it.

First, the proposal would add 2% to the existing sales tax in Kansas for a total of 5%. Furthermore, all food purchases would be exempt from the sales tax. In other words, Kansans would as a result of the proposal pay a 5% sales tax on all purchases except food.

Second, the additional funds raised from the sales tax increase would be used to reduce school taxes at the local level (on the average of 64.8% statewide).

So, what has been proposed is a major shift in the way we support public education in Kansas, that being an increase in sales tax with all food items exempted and a substantial decrease in local school taxes.

How do you feel about this proposal? Are you strongly in favor, somewhat in favor, somewhat opposed, strongly opposed.

1 [Strongly in Favor] 2 [Somewhat in Favor] 3 [Somewhat Opposed] 4 [Strongly Opposed]

5 [Don't Know/ No Answer]

19. What do you think the major purpose of education should be? (Open - anticipated responses listed)

1 [To acquire basic skills and knowledge]

2 [To obtain a diploma or degree]

3 [To provide for greater independence]

4 [To prepare for a job or career]

5 [To meet people/improve social skills]

6 [Other _____]

EMPORIA STATE UNIVERSITY
1200 COMMERCIAL / EMPORIA, KANSAS 66801 / TELEPHONE 316-343-1200

APPENDIX B

March 7, 1980

Dear Fellow Kansan:

WE NEED YOUR ASSISTANCE! Your household has been selected as one of 900 to be included in a state-wide research project. Within a few days, we will be calling you from Emporia State University. This is a state-wide survey in which we are seeking to determine Kansans' attitudes toward education.

We are writing in advance of our telephone call because we believe that many people appreciate being advised that a research project is in progress, and that they will be called.

When our interviewer calls, she will ask to interview an adult of your family. We will ask to interview a female in some households and a male in others to assure that our results represent all people in Kansas.

Altogether the interview should take about fifteen minutes. If by chance we should happen to call at an inconvenient time, please tell the interviewer and a call will be made at a more convenient time.

Your assistance and that of the others participating in this study is essential to the success of the project. In addition, we believe the results will provide our educational leaders and legislators with significant information concerning Kansans' attitudes toward education. We greatly appreciate it.

If you have any questions, please don't hesitate to ask our interviewer. Furthermore, you may contact me by phone at (316) 343-1200, Ext. 484, or by mail if you desire.

Again, our thanks to you.

Sincerely,

Jack D. Skillett

Dr. Jack D. Skillett, Project Director
Emporia State University

JDS/vn



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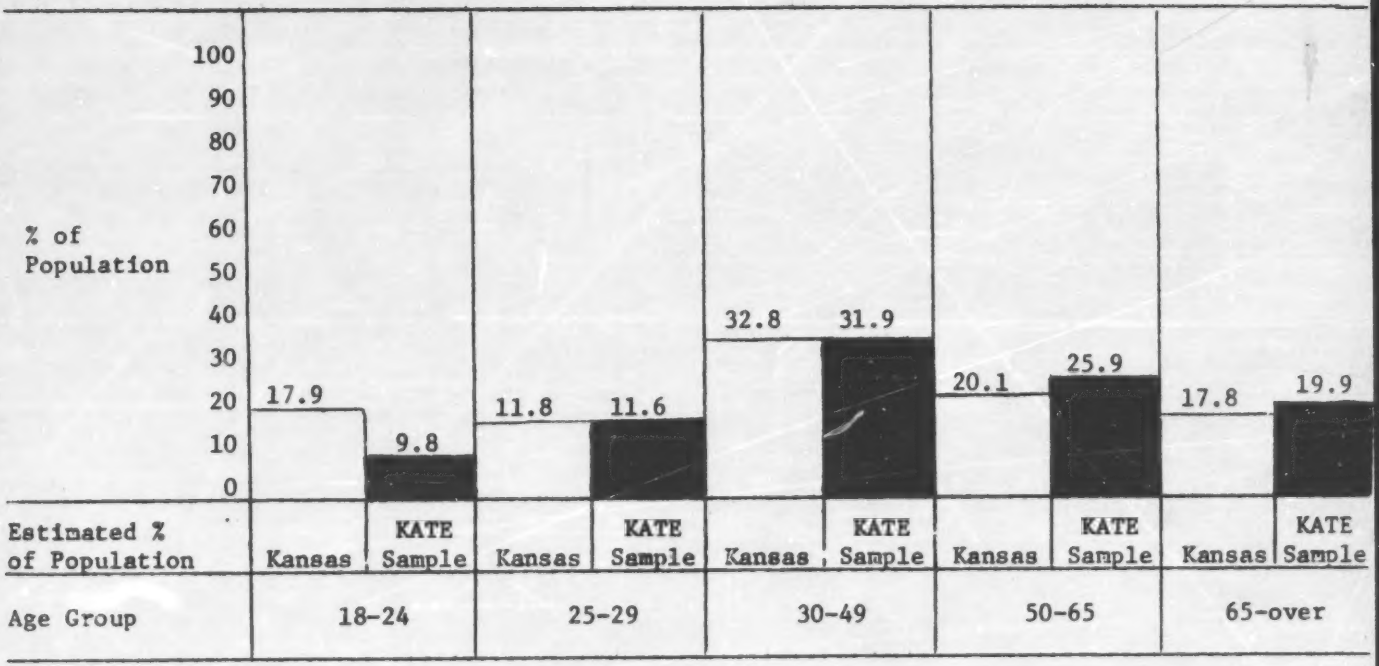
## APPENDIX C

### COMPOSITION OF SAMPLE
### ESTIMATED KANSAS POPULATION-
### KATE POLL SAMPLE
### AGE




| Estimated % of Population | Kansas | KATE Sample | Kansas | KATE Sample | Kansas | KATE Sample | Kansas | KATE Sample | Kansas | KATE Sample |
|---|---|---|---|---|---|---|---|---|---|---|
| Age Group | 18-24 | | 25-29 | | 30-49 | | 50-65 | | 65-over | |

APPENDIX D

COMPOSITION OF SAMPLE
ESTIMATED KANSAS POPULATION-
KATE POLL SAMPLE
SEX